

THE WINSTON READERS FIRMAN AND MALTBY



PRIMER MANUAL





THE WINSTON READERS PRIMER MANUAL

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MANUAL FOR TEACHERS

INTRODUCTION

Teaching a child to read offers two distinct opportunities, both of which are interesting and enjoyable.

The first is the development of the imagination and the play instinct of the pupil in the search for truth in books. The second is the coördination of the eye and the ear in mastering the printed page. The former is of far greater importance and should never be subordinated because of overzeal for the latter.

Getting the thought from reading implies an understanding of the background of the story as well as its incidents and characters, so that the child's speech in reading is as naturally an overflow of thoughts and feelings in words as his speech is in talking. The more knowledge and experience the reader brings to his reading, the more fully will the content of the printed word become clear to his understanding.

After the background of the story has been formed, the child is led to see that what he thinks and feels and talks and hears may be represented in print. He is then ready for the actual training in form mastery, which in this Primer begins with **complete sentences** and proceeds through **word groups** and **word recognition** to **word analysis** and finally to the blending of word parts into **new words**. By this analytic-synthetic process, a large vocabulary is acquired with corresponding development in the power of thought getting from the printed symbol.

When the child enters the first grade, he is familiar with words as essential parts of his talking vocabulary, and as he

learns to read, he sees his spoken sentences in printed form. Take for example the following sentences, the sounds of which he knows:

The Little Red Hen found some wheat.

She called the cat.

The pupil is led to see that they consist of the following word groups:

The Little Red Hen

found some wheat

called the cat

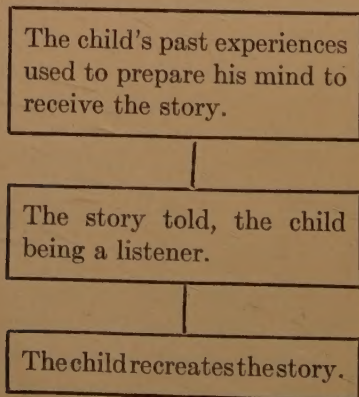
Then the word groups are separated into the words *hen*, *red*, *wheat*, *some*, *called*, etc.

Later the pupil is shown that the words are made up of parts like the sound of *h* in *hen*, *at* in *cat*.

By this word analysis he becomes master of mechanical aids which enable him to increase his vocabulary independently. For example, his knowledge of the sound of *h* in *hen*, and *at* in *cat* enables him to work out the phonetic parts of such a word as *hat* and blend them into a word hitherto unknown to him in its printed form.

The following diagrams indicate the method of procedure:

ORAL PREPARATION



THE PRINTED FORM

SENTENCES

as

The Little Red Hen found some wheat.
She called the cat.

WORD GROUPS

as

The Little Red Hen
found some wheat
called the cat

WORDS

as

hen

cat

WORD PARTS

as

h en

c at

NEW WORDS

as

hat

NEW SENTENCES

as

She found a hat.

PLAN OF WORK

THE TEACHER TELLING THE STORY

The background of the story the child is to hear should be built up as far as possible from the child's own experiences. (See "Correlation of Reading with Other Subjects," p. 110.)

Having this background, tell the story in a conversational manner as simply and directly as possible. If the class is unpracticed in true listening, it may be necessary for you to retell the story before asking the children to be the story-tellers. The children's enjoyment of the story will increase with each hearing, for in addition to the interest in the characters, there will be the enjoyment of anticipation, a factor always strong and valuable in teaching young children.

THE PUPILS TELLING THE STORY

It is now time for the children to be the story-tellers.

Any of the various approaches may be used. The children may wish to talk about the story, or skilful questioning may draw out the impressions left in their minds.

If any child's statements show clear thinking, then he may tell the whole story. If confusion is evident, recall to his mind the first incident. Let him retell it, and so on until the story is complete.

From the start the pupils should be trained to hold to the sequence of events, and to keep in mind *impressions*, rather than *words*. This is difficult to do, but it is one of the most important aims of story telling.

PLAYING THE STORY

A child's dramatic instinct should be stimulated continually while he is learning to read. However, you should clearly distinguish the difference between training for dramatics, that is, training the pupils to produce a pleasing performance for the *spectator's* entertainment, and stimulating the dramatic instinct as a means of development and growth for the *actors*. Instead of aiming at a formal dramatization, you should work for the expression of individual ideas, for if each child's grasp of the story is individual, should not his interpretation also be individual? His play will not be a finished performance, but you should accept his best now, and let his mental grasp and understanding develop.

After the story of "The Little Red Hen" is thoroughly familiar to the children, its dramatization should follow.

Ask the children if they would like to *play* the story of "The Little Red Hen."

The transition from telling to acting the incidents of the story may be made by questions similar to the following:

"Whom did The Little Red Hen first call? How do you call the cat? How do you think The Little Red Hen called the cat? Whom did The Little Red Hen call next? How do you think she called the goose? How do you think she called the pig? Show how the cat acted when The Little Red Hen asked her to help plant the wheat. Show how the goose acted when The Little Red Hen asked her to eat the bread," etc.

Then let the class choose The Little Red Hen, the cat, the goose and the pig, and play the story.

Remember that this is the child's opportunity to express *his* ideas of the story. While the class is dramatizing a story the teacher and her ideas should always be in the background.

FIRST LESSONS FROM THE BLACKBOARD

After the children have heard the story, and have retold and dramatized it, they are ready to read it from the blackboard.

Write or print the story sentence by sentence.

METHOD FOR PRESENTING PAGE 2 ON THE BLACKBOARD

Let the children open their books to the first page of the story. The books are used at this stage merely to let the children "read the pictures." No attempt is made yet to read the text.

After the characters in the story have been pointed out and named, have the books put away.

Develop the first sentence by asking,
"What did The Little Red Hen find?"

A pupil will answer,

"The Little Red Hen found some wheat."

(It is obvious that all answers should be given in complete sentences.)

Write or print this answer on the blackboard.

Ask again,

"What did The Little Red Hen find?"

As the pupils give the answer, move the pointer along under the written or printed sentence.

After this has been done several times, ask,

"Whom did she call?"

A pupil will answer,

"She called the cat."

Write this answer on the blackboard under the first sentence.

Then ask several times,

"What did The Little Red Hen find? Whom did she call?"

While the answers are being given, move the pointer along under the sentences at the rate used in reading. Proceed with this development until all the sentences on page 2 appear on the blackboard as follows:

The Little Red Hen found some wheat.

She called the cat.

She called the goose.

She called the pig.

Ask, "Who can find the line which tells what The Little Red Hen found? Whom did she call first? Who can find the line which tells this? Who can find the line which tells whom she called next? Who can find the line which tells whom she called last? Who can read everything I have written on the board?"

It may be necessary at first to question for each sentence as you did in the first development of the sentences, but after a few pupils have read the lesson in this way, you will be able to omit the questioning.

Begin the next lesson by thoroughly reviewing the preceding lesson, writing the sentences one by one as they are developed. Then write on another part of the blackboard,

The Little Red Hen found some wheat.

Ask, "Who can find *The Little Red Hen's* name? Who can show me with the pointer what The Little Red Hen did?" (found some wheat).

After several pupils have pointed out these word groups, write them *under the sentence*, on different parts of the blackboard, thus,

The Little Red Hen found some wheat.

The Little Red Hen

The Little Red Hen found some wheat.

found some wheat

You will find it very helpful to use cards on which the word groups are printed. (See page 117.) These cards may be made from cardboard or purchased from the publisher at small expense.

Use Word Group Cards 1 and 2, or write or print on cards the following word groups:

1. The Little Red Hen

2. found some wheat

After the word groups of the first sentence have been thoroughly drilled on, ask pupils to find the words, *hen*, *found*, *wheat*, *Red*. Write or print the words under the sentence as follows:

The Little Red Hen found some wheat.

	Hen	whea ^t
Red	found	
found	wheat	red
hen	found	wheat

Ask, "How many times can you find the word *hen*? How many times can you find the word *wheat*? How many times can you find the word *found*? How many times can you find the word *red*?" |

Have the pupils take the pointer and match the words in the sentence with the words written below, and *vice versa*.

As soon as the class is reasonably familiar with these words, a word game may be helpful. (See "Games for Word and Phonetic Drills," p. 112.)

For the next lesson select and drill on the remaining words of this sentence. Use Word Cards 1-12 (obtained from the publishers, or printed on cardboard). (See p. 118.)

Always drill on the articles *the*, *an* and *a* with a noun. For example, *the hen*, *a cat*, etc.

Proceed in this way with the remaining sentences on page 2. Then for a rapid review use page 1 of the Review and Drill Chart. (See p. 121.)

The pupils are now fully prepared to read page 2 of the Primer by *actual word recognition*. (See Note, p. 30 B.)

NOTE.—Envelopes of interesting and instructive seat work based upon the stories in the WINSTON PRIMER and FIRST READER may be purchased from the publishers.

Directions for using this material are given in each envelope. Additional suggestions are given in the Manual. (See pp. 6 C, 7 A, 9 A, 11 A, 18 A, 25 A, etc.)

Note that the steps of development in these blackboard lessons are as follows:

1. Developing the story orally.
2. Writing the sentences on the blackboard.
3. Pupils reading the sentences as a whole.

4. Pupils selecting word groups.
5. Pupils selecting words.
6. Pupils/matching words and playing word games.
7. Pupils rereading the lesson by *word recognition*.

EXPRESSIVE READING

The reading material in this Primer is purposely adapted to developing natural expression, consequently, the habit of reading with good expression should be formed from the first.

Natural expression can result only from a pupil's complete understanding of the thought. Therefore, **for the greater part of the first year silent study should precede the oral reading of each sentence.** Draw the pointer under the whole sentence, while the children read silently. Be sure your pupils are getting the thought during this silent reading. Question them if necessary. After you are certain they have grasped the thought, insist upon a natural expressive reading of the sentence as a whole. Do not accept a sentence read in a halting, stumbling manner. If the pupils get the thought, interesting expression will naturally follow.

The frequent dramatizations which are emphasized throughout the Manual are a most valuable aid in securing natural expression. Always have a story reread from the books after each dramatization, if possible. This will make the improvement in expression gained during the dramatization carry over into the oral reading.

THE SELECTION OF WORDS FOR WORD MASTERY

For economy of time and effort in word drills, it is important to know where to place the emphasis. Before a word can be really fixed, it must be met in context time and time again. Therefore, it is obvious that time spent drilling on words which are not frequently recurring is largely time wasted.

There are three hundred new words in the WINSTON PRIMER. No pupil should be expected to master all of them, so the question naturally arises, "How many words should the pupils be expected to master, and upon what basis should they be selected?"

In the Primer, the purpose of vocabulary drills is to help to fix those words which the pupils will meet again and again in the Primer, and to prepare for supplementary reading of similar difficulty.

The "Teacher's Word Book" by Edward L. Thorndike has been used as a basis for selecting words for drill, first because the words in this list have been classified according to their place in a child's fundamental reading vocabulary, and secondly because of the high percentage of words in the Primer which are among the first five hundred in the Thorndike Word List. (See table on p. xi.)

The emphasis in the Primer word drills should be placed upon those words among the first five hundred in the Thorndike Word List which occur most frequently in the Primer and will be repeated most frequently in THE WINSTON FIRST READER. Of the 113 words which have been selected for mastery, 97 are among the first five hundred in the Thorndike Word List, 8 in the second five hundred, leaving only 8 words outside of the first thousand words. These words should be drilled upon until they can be recognized in any place at any time.

The remaining words in the Primer should be taught for use during the stories in which they occur, but need not be reviewed and drilled upon to the point of mastery. It is advisable to have all groups master the 113 words as a minimum. The faster groups will master many more. In this way, word mastery may be adapted to the abilities of the different groups.

For the convenience of teachers, all words to be specially emphasized and mastered in drills are marked by an asterisk when they first occur on the pages of the Manual. All these word cards should be kept in one pile, and frequently reviewed by word games and various devices. Spend only sufficient time upon the other words in the Primer to enable the pupils to read them in the stories in which they appear.

ANALYSIS OF VOCABULARY OF THE WINSTON PRIMER

ACCORDING TO THE THORNDIKE WORD LIST

Total Number Different New Words	Number Words in First 500	Per Cent Words in First 500	Number Words in First 1000	Per Cent Words in First 1000	Number Words in First 2000	Per Cent Words in First 2000	
300	185	62	224	75	267	89	
Number Words in First 3000	Per Cent Words in First 3000	Number Words in First 4000	Per Cent Words in First 4000	Number Words in First 5000	Per Cent Words in First 5000	Number Not in First 5000	Per Cent Not in First 5000
280	93	285	95	291	97	9	3

Following is the list of words selected for mastery from the vocabulary of THE WINSTON PRIMER, in the order in which they appear. These words appear most frequently in THE WINSTON PRIMER and FIRST READER.

The	up	go	One	could	water
Little	cut	home	went	catch	gave
Red	make	began	Soon	him	see
Hen	eat	Along	is	met	Where
some	You	came	her	from	when
She	would	rabbit	under	can	saw
called	shall	Why	nothing	run	give
cat	My	are	down	So	Here
pig	they	after	chairs	dog	have
said	Boy	No	out	caught	big
Who	had	want	got	that	tail
will	goat	fox	again	What	please
help	ran	there	of	do	your
me	into	was	jumped	back	for
Not	woods	Woman	old	let	it
I	He	lived	man	his	walk
Then	grass	house	put	jump	girl
And	wanted	bed	away	over	has
did	to	On	but	get	



THE LITTLE RED HEN

The Little Red Hen found some wheat.

She called the cat.

She called the goose.

She called the pig.

PREPARATION

Tell the story to the class. (See Introduction, p. iv.)

Have the story retold. (See Introduction, p. iv.)

Note.—Large colored pictures (11 x 14 inches), representing the characters in “The Little Red Hen” and “The Boy and the Goat” may be obtained from the publishers at very low cost. These will be very helpful during this story-telling period, especially with classes of foreign parentage.

Have the story dramatized. (See Introduction, p. v.)

The preceding preparation or background for the reading from the blackboard may be made in one day with some classes, while other classes may require a longer time. However, this preparation is very essential, and it is better to take as much time as is necessary for this preparation so that the children will be entirely familiar with the story before beginning to read it.

READING FROM THE BLACKBOARD

Read over carefully pages vi to ix of the Introduction.

NEW WORD GROUPS

The Little Red Hen

found some wheat

Use Word Group Cards 1-2.
(See Introduction, p. vii.)

NEW WORDS

*The found *called

*Little *some *cat

*Red wheat goose

*Hen *She *pig

Use Word Cards 1-12.

(See Introduction, pp. viii and xi.)

Have this incident dramatized, then reread from the blackboard. If preferred this rereading may be from the books. (See Note, p. 30 B.)

Each page of the Primer is a thought unit or a complete incident, and not necessarily one day's lesson. Some pages may require more than one lesson to complete, while in other cases two or three pages may be read for one lesson.

SUPPLEMENTARY BLACKBOARD EXERCISE

(Use the exercise given for this page on p. 8 B.)

PHONICS

The content of the WINSTON READERS and the teacher's manuals emphasize the thought side of reading. The importance of getting the thought from the printed page is constantly held before pupils and teachers. As an aid to this thought-getting process, there runs through these readers a system of phonics based upon the most recent and sound investigations of the subject, for it is now generally acknowledged that facility in the use of phonics is one of the greatest aids to independent reading power. The general plan of the phonic system of the Winston Method is to make the pupils mechanically independent at the end of the third school year so that they may then be qualified to begin the study of a dictionary.

There are various opinions as to the most effective time to begin the study of phonics. Some authorities recommend introducing them as early as possible in the school year, possibly during the first week. Other authorities would postpone phonics until the last few weeks of the first year. Between these widely differing views there are various opinions.

The Winston Method advocates postponing formal phonics until the pupils have acquired an appreciation of "The Little Red Hen," first as a story. Then they should be able to tell the story, dramatize it, read it by the sentence method, and should acquire some skill in word recognition. **All these steps are introductory to the most difficult step in learning to read, *i. e.*, word analysis or phonics.**

The advanced group of an average class is usually prepared for the introduction of phonics as indicated on page 5 A of the PRIMER MANUAL. With the slower groups of a class it may be advisable to postpone the introduction of phonics until a later time. A teacher is the best judge of the time to make this introduction, for the development and progress of the individuals within the group determine when they are ready for this step, rather than any set time schedule.

Investigations have proved another important principle in connection with the teaching of phonics, namely, that although the slower groups are longer being prepared for the introduction of phonics, they are the groups to whom drill on phonics is most essential. The advanced groups generally have more ability to get words from the context, and from pictures, etc., as well as a natural phonic "sense." Therefore, the advanced group will need less drill on phonics than the other groups.

The outline of work for the first year of phonics includes single consonants, double consonants, a limited number of "families," and the long and short sounds of the vowels. Explicit directions for presenting each step are given in the Manuals.

The phonics are an outgrowth of the reading vocabulary. Familiar words taken from the reading lessons are used to teach consonants, families, and vowels. After the pupils have acquired a reasonable phonetic power, they are able to use this power to help them recognize new words.

The key words are all taken from the text of the day's lesson, and the applications and illustrations are drawn from the books. In other words, **the Winston Method advocates and constantly emphasizes applied phonics.**

THE WINSTON PLAN FOR PRESENTING PHONICS

The first approach to phonics in the Winston Method is by a series of ear-training exercises as suggested on page 4 A of the Primer Manual. By these exercises the pupils are trained to listen to and reproduce sounds correctly. After sufficient progress has been made by this training, the consonant *c* is taught, followed by other consonants at reasonable intervals.

Directions for beginning formal phonics are given on page 5 A. By this time the class has learned to tell the story of "The Little Red Hen," can dramatize it, can read it as a whole by the sentence method, and has learned to recognize 28 sight words. The advanced group will be fully prepared to take up the formal study of phonics. Teachers may wish to postpone this step until

the end of the story (p. 9) for the slower groups. There may even be a small group who will not be ready for this work until the end of "The Boy and the Goat" on page 19. Teachers should use their own judgment regarding the introduction of phonics with the various groups. The following principles may be helpful in deciding when to begin the study of phonics with groups of varying reading abilities:

1. Word analysis is the most difficult step in the reading process.

2. Before a pupil is capable of analyzing words into their phonetic parts, he must have had training in listening to and reproducing sounds.

3. Before a pupil is ready to grasp word analysis, he must have previously noticed the similarities in words which he has been reading, that some words begin with the same sound, etc.

4. The need for being able to get words for himself must be apparent to the pupil before there is a vital incentive to learn the sounds of the letters.

NOTE.—Whatever time a teacher decides is most opportune for introducing formal phonics to a reading group, she should follow closely the directions given in the Manual, using the same key words and method of presentation, etc.

Should this introduction be made very far beyond the place indicated in the Manual (5 A), it will be necessary to review the story, have it dramatized, and retold, and then review the vocabulary of the story so that the key words for the phonics will be thoroughly familiar. (See p. 14 C for additional suggestions for teaching phonics.)

TEACHER'S MEMORANDA (see p. 8 A.)

READING FROM THE BLACKBOARD

Develop the sentences on this page according to the method given for page 2. Then select the word groups and the words.

NEW WORD GROUPS

Who will help me
Not I
plant the wheat
said the cat
said the goose
said the pig
And she did

NEW WORDS

*said	*will
*Who	*me
*help	plant
*Not	*Then
*And	*did
*I	

For review before reading the lesson as a whole the second time, *i. e.*, by word recognition, use the following:

Use Word Group Cards 3-9. Use Review and Drill Chart, p. 2.
Use Word Cards 13-23.

If preferred, after this page has been read from the blackboard, the children may read it from their books. Before beginning the reading, ask questions similar to the following:

"What is the Little Red Hen asking her friends to do in this picture? What are they saying? What will the Little Red Hen use to plant the wheat? Can you find the hoe?"

SILENT READING

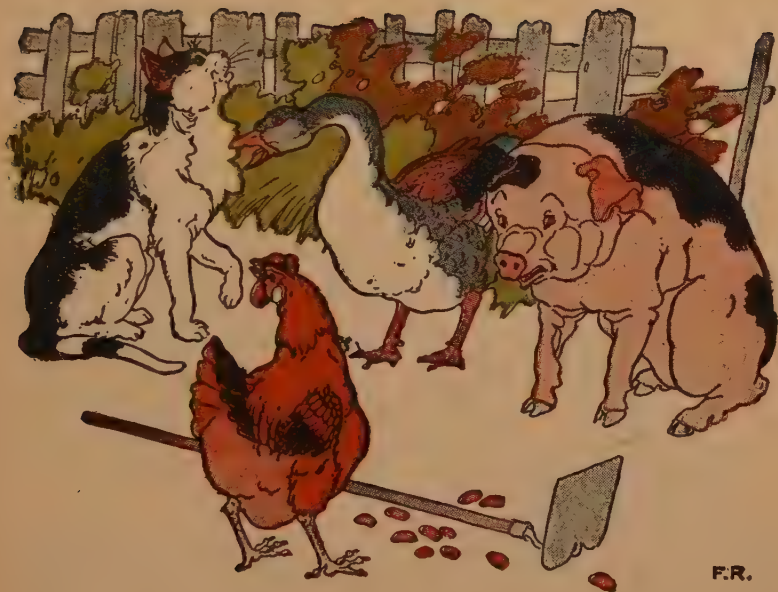
(See page 10 B.)

NOTE.—Although there are several new word groups and words on this page, it will not be necessary to master the vocabulary at this time because of the repetition on the next four pages. Master *plant the wheat*, but do not attempt to get complete mastery of the rest of the word groups and words until after the next four pages are read. Use the cards for page 3, but do not insist upon independent recognition until after page 7 has been read. By the end of the story, the words marked with an asterisk should have been mastered.

(See pp. x and xi.)

SUPPLEMENTARY BLACKBOARD EXERCISE

(Use the exercise given for this page on p. 8 B.)



The Little Red Hen said,
“Who will help me plant the wheat?”

“Not I,” said the cat.

“Not I,” said the goose.

“Not I,” said the pig.

“Then I will plant the wheat,”
said the Little Red Hen.

And she did.



The wheat grew up.
The Little Red Hen said,
“Who will help me cut the wheat?”
“Not I,” said the cat.
“Not I,” said the goose.
“Not I,” said the pig.
“Then I will cut the wheat,”
said the Little Red Hen.
And she did.

READING FROM THE BLACKBOARD

Develop the sentences, following the method given for pages 2 and 3. Then select the new word groups and the new words.

NEW WORD GROUPS

grew up

cut the wheat

NEW WORDS

grew

*up

*cut

Use Word Group Cards 10-11.

Use Word Cards 24-26.

If the books are used after the blackboard development, introduce the book reading by the following picture study:

"What is the Little Red Hen saying now? What made the wheat grow? What are the others saying? How will the Little Red Hen cut the wheat?"

SILENT READING

Write on the blackboard (or use word cards), *plant*, *cut*, *found*, *call*. Point to one of the words and choose a pupil to read the word silently, act it, and then read it orally.

SUPPLEMENTARY BLACKBOARD EXERCISE

(Use the exercise given for this page on p. 8 C.)

PHONICS

(See pp. 2B, 2C, 2D.)

As a preparation for the work in phonics, ear-training exercises similar to the following should be given:

1. Let the pupils give orally words beginning with the same sound as *red*, *help*, *said*, *little*, etc.

2. Let the pupils give orally words which end like or rhyme with *pig*, *hen*, *wheat*, etc.

3. Let the pupils give words which begin with the same sound as *cat*. Such words as *cut*, *come*, *called*, etc., will be given. As the pupils dictate the words, write them in a column so that they may see that these words which begin with the same sound also begin with the same printed symbol.

(Do not attempt to teach these sounds yet.)

CORRELATED SEAT WORK

Model the cat, goose, pig, or hen with plasticine or clay.

READING FROM THE BLACKBOARD

NEW WORD GROUP

grind the wheat

Use Word Group Card 12.

NEW WORD

grind

Use Word Card 27.

If this page is read from the books after the blackboard reading, introduce the page with the following picture lesson:

“What is in the bag? How can you tell from the picture that the Little Red Hen will get no help? Where did the Little Red Hen go to grind the wheat? Can you find the mill?”

SUPPLEMENTARY BLACKBOARD EXERCISE

(Use the exercise given for this page on p. 8 C.)

PHONICS

(See pp. 2 B, 2 C, 2 D.)

Review the ear-training exercise suggested on page 4 A.

Teach the sound *c* from the word *cat* by the following method:

After you have pronounced *cat* slowly, write *cat* on the board.

Cover *at* and ask, “What does the first part of *cat* say?”

Have individual pupils give the answer *c*.

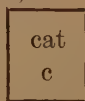
Write *c* under *cat* in this way

c

Write *c* in other places on the board and have it sounded.

You may now use Phonogram Card 1. (Obtained from the publishers, or printed on cardboard. See p. 128.)

At first it is advisable to use only the side



but after

a few lessons, use the side



, referring to the



side

only to recall to a pupil the word that begins with *c*.

NOTE.—All phonic drills and ear-training exercises should be given in a period set aside for this work. However, children should be expected to use their phonetic power during the reading lesson.



The Little Red Hen said,
“Who will help me grind the wheat?”

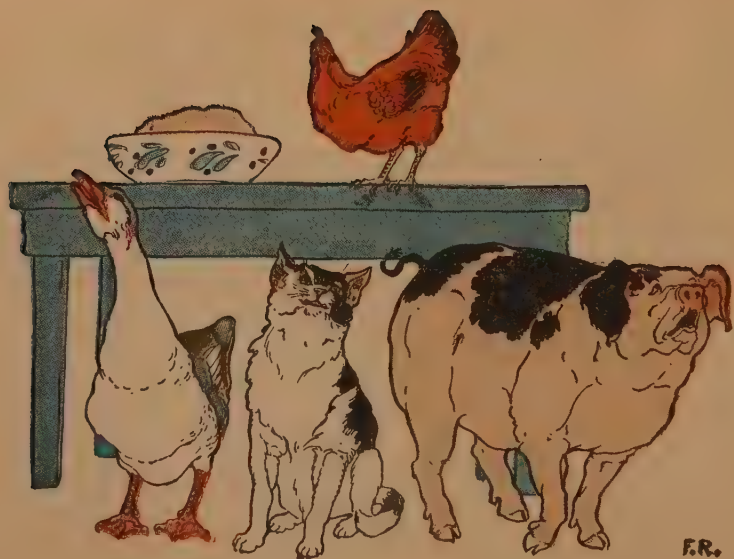
“Not I,” said the cat.

“Not I,” said the goose.

“Not I,” said the pig.

“Then I will grind the wheat,”
said the Little Red Hen.

And she did.



The Little Red Hen said,
“Who will help me make the bread?”

“Not I,” said the cat.

“Not I,” said the goose.

“Not I,” said the pig.

“Then I will make the bread,”
said the Little Red Hen.

And she did.

READING FROM THE BLACKBOARD

NEW WORD GROUP

make the bread

NEW WORDS

*make

bread

Use Word Group Card 13.

Use Word Cards 28-29.

If this page is read from the books after the blackboard development, ask questions similar to the following:

“What is the Little Red Hen saying in this picture? What are the others saying? How will the Little Red Hen make the bread? Did you ever see bread made?” etc.

SUGGESTIONS

1. Working and drilling on a small portion of a story has a tendency to make it fragmentary. Dramatizing the whole story will overcome this. Play “The Little Red Hen” at intervals during the reading of the story, as frequently as is necessary to lead the class to feel the relation of a part to the whole of a story. As another means of preserving the continuity of the story, “The Little Red Hen” may be acted in pantomime (without words), or acted as a moving picture.

2. Break up the reading period into short periods of varied activities, picture talks, questions, matching words and pictures, silent reading, oral reading, etc. Children of this age are not able to give attention to one activity for more than five minutes at a time without undue nervous strain

SUPPLEMENTARY BLACKBOARD EXERCISE

(Use the exercise given for this page on p. 8 C.)

PHONICS

(See pp. 2 B, 2 C, 2 D.)

Continue ear-training exercises as suggested on page 4 A.

Review sound *c*.

Teach sound *p* from *pig*. (See method of developing *c* from *cat*. Manual, p. 5 A.) Use Phonogram Card 2.

Pronounce *p-i-g* slowly, giving the pure sound of *p* and not the *pŭ* sound.

GROUP TEACHING

After a class has been organized a few days, it is advisable to divide it into groups. The group system gives the teacher a greater opportunity for adapting her work to individual differences than the class system. It allows each child to work with children of similar ability, thus creating a greater interest in the work.

Most classes in beginning reading divide into three groups.

The **First Group** is composed of those who recognize instantly all word groups and words, thus far presented, when they are written or printed in sentences on the blackboard.

Frequently a child in this group brings to the class a knowledge of words gleaned from his own experience, *i. e.*, by reading signs, picture books, blocks, etc., at home.

The **Second Group** includes all those who grasp word groups and words after they have been developed once or twice.

The **Third Group** includes those children who have difficulty in recognizing word groups and words even after they have been developed several times.

This last group may include the shy, retiring child, the child lacking concentration, the child with an impediment of speech, and the subnormal, or backward child.

NOTE.—Although word recognition is only one phase of first year reading, it affords a definite basis upon which to make the first group divisions. Later in the year, the ability to comprehend the material read should largely determine the different group divisions.

Changes should be made in the grouping as often as is necessary. The shy child may adjust himself to his new environment and be able to work with a more advanced group. On the other hand, a child in an advanced group may, for some reason or other, be unable to keep up with his group. It is just to this child to put him back into the group in which he is able to do satisfactory work.

While one group is reciting, seat work should be assigned to the other groups. Various devices for seat work are given throughout the Manual, but the resourceful teacher will add to these suggestions, for all occupation work should be guided by the needs of the particular group of children at work.

READING FROM THE BOOK

Thus far, most of the reading has been from the blackboard. The first lessons are given from the blackboard because it is the best means of holding the attention of the pupils. However, the possession of a book and the stimulus of the pictures will create an atmosphere in the classroom far more conducive to live and interesting lessons than can result from reading from the blackboard. Therefore, the use of the books after page 9 has been read is most strongly urged. With some classes which have had experience in handling books before entering school it is advisable to use the books even earlier. (See Note, p. 30 B.) However, reading from the books should never be delayed beyond "The Little Red Hen."

At this time it is also advisable to give a few directions for the care of books, such as turning the pages, etc. Briefly describe the method of binding the pages together, and explain the result of an undue strain upon the binding.

When the reading from the book is begun, it is well to realize that up to this time a child's eyes have not been required to focus upon a printed page for any great length of time. Give the eyes time to accommodate themselves to this new requirement. A small manila card held under the lines and moved down as the sentences are read, will greatly aid this eye accommodation.

READING FROM THE BLACKBOARD

NEW WORD GROUP

bake the bread

Use Word Group Card 14.

Use p. 3 of the Review and Drill Chart.

NEW WORD

bake

Use Word Card 30.

If this page is read from the books after the blackboard development, questions similar to the following may be asked:

"Why are the goose, the pig, and the cat leaving the Little Red Hen? What did she ask them? Find the oven."

SUPPLEMENTARY BLACKBOARD EXERCISE

(Use the exercise given for this page on p. 8 C.)

PHONICS

(See pp. 2 B, 2 C, 2 D.)

Have the children dictate words beginning with *m*.

Teach sound *m* from *me*. Use Phonogram Card 3.

CORRELATED SEAT WORK

Directions for using Envelopes Nos. 1, 2, 3, and 4 are given at the top of the cards enclosed in the envelopes. Following are additional suggestions for using Envelope No. 4. Notice that **these exercises are graded according to difficulty**, the first being the easiest, the last the most difficult. **This will enable the work to be adapted to the varying abilities of different groups.**

1. (Use the words of the first two cards.) Put all the words you know back in the envelope. Those you do not know put in a row on your desk, and then look in your book to see if you can teach yourself what they are. Try to get all the words back in the envelope.

2. Place these sentences on the board for the pupils to build:

The Little Red Hen called the goose.

The goose said, "I will not make the bread."

3. Draw the Little Red Hen. (Teach *draw*.)

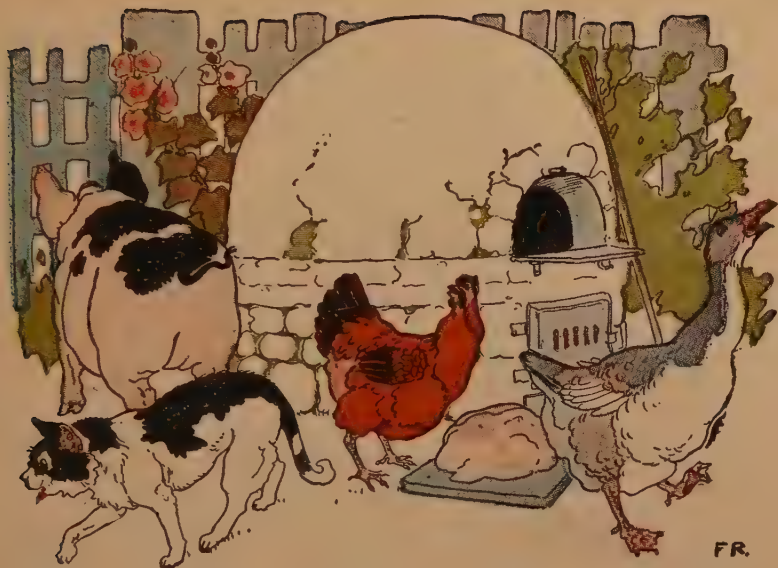
Draw the goose.

Draw the pig.

Draw the cat.

Draw some wheat.

Find their names on the cards and put them under their pictures.



The Little Red Hen said,
“Who will help me bake the bread?”

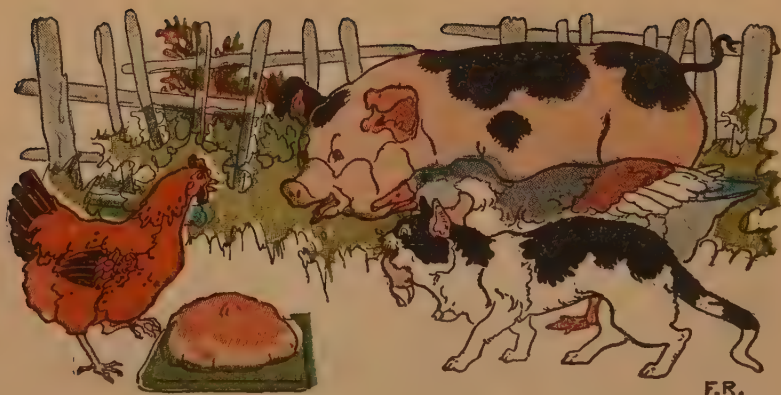
“Not I,” said the cat.

“Not I,” said the goose

“Not I,” said the pig.

“Then I will bake the bread,”
said the Little Red Hen.

And she did.



The Little Red Hen said,
“Who will help me eat the bread?”

The cat said,
“Meow! Meow! Meow!
I will. I will. I will!”

The goose said,
“Hiss! Hiss! Hiss!
I will. I will. I will!”

The pig said,
“Ouf! Ouf! Ouf!
I will. I will. I will!”

READING FROM THE BLACKBOARD

NEW WORD GROUP

eat the bread

Use Word Group Card 15.

NEW WORDS

*eat Hiss

Meow Ouf

Use Word Cards 31-34.

If this page is to be read from the books after the blackboard development, ask questions similar to the following:

“Do you notice any difference in the way the animals act on this page? (Look on p. 7.) What did each one say?”

By this time, at the latest, you should have your class divided into groups. (See p. 6 B.)

SUPPLEMENTARY BLACKBOARD EXERCISE

(Use the exercise given for this page on p. 8 C.)

PHONICS

(See pp. 2 B, 2 C, 2 D.)

Continue ear-training exercises.

Review sounds *c*, *p*, *m*.

Teach sound *w* from *will*. Use Phonogram Card 4.

The best authorities give the sound of *w* the same as the sound *oo* in *moo* and *coo*.

TEACHER'S MEMORANDA

Under “Teacher’s Memoranda,” teachers are urged to make their own contributions to the constantly developing subject of teaching children to read.

In the spaces provided for this purpose make notes of any valuable suggestions received from other sources; adaptations of the method or material to meet local conditions; clippings from educational journals relating to difficult problems; suggestions for correlating handwork, songs, drawing, games, projects, etc.; individual or class records; additional thought questions; silent reading suggestions; supplementary blackboard exercises similar to those in the Manual, and references to selections in other books which may be correlated with those of this Primer.

SUPPLEMENTARY BLACKBOARD EXERCISES

After a page has been read by word recognition, make up original sentences using the same vocabulary as the story in the book. This rearrangement of words in new relations is an excellent test of a child's grasp of the words.

Another value to be gained from rearranging the words of the story in new sentences is that it helps to overcome the tendency which some children have of memorizing the story and reading from memory rather than from actual word recognition. The Winston Method provides other devices and means for overcoming this tendency, *i. e.*, Word Cards, Word Group Cards, Review Charts, and THE WINSTON COMPANION READERS (Primer, First, Second, and Third Reader), the series of readers which duplicates closely the vocabulary of the WINSTON READERS in new stories.

For the convenience of teachers, lessons introducing the words of the stories in new relations are frequently inserted in the Manual under the heading, "Supplementary Blackboard Exercises." (See pp. 12 A, 13 A, etc.)

Supplementary Blackboard Exercises to be used with the story of "The Little Red Hen."

Page 2 A

Red Hen found the wheat.

The Little Hen called the cat.

The Hen called the goose.

The Red Hen called the pig.

Page 3 A

"Who will help me plant the wheat?" said the Red Hen.

"I will not," said the cat.

"I will not help," said the goose.

The pig said, "Not I."

Then the Little Red Hen said,

"I will plant the wheat."

Page 4 A

The pig said,

"I will not cut the wheat."

The cat said,

"I will not help."

The goose said,

"I will not."

Then the Little Red Hen cut the wheat.

Page 5 A

The Little Red Hen said,

"The goose will not grind the wheat.

I will grind the wheat."

Page 6 A

"Who will make the bread?"

said the Little Red Hen.

The cat will not help.

The goose will not help.

And the Little Red Hen

will make the bread.

Page 7 A

"I will not bake the bread,"

said the cat.

"I will not," said the goose.

Then the Little Red Hen

will bake the bread.

Page 8 A

"Who will eat the bread?"

said the Red Hen.

"I will," said the cat.

The goose and the pig said, "I will."

Page 9 A

"The cat would not plant the wheat.

The goose would not grind the wheat.

The pig would not bake the bread.

The little chicks shall eat my bread,"

said The Little Red Hen.

READING FROM THE BLACKBOARD

NEW WORD GROUPS

You would not

You shall not

My little chicks

they did

NEW WORDS

*You

*would

*shall

*My

chicks

*they

Use Word Cards 35-40.

Use Word Group Cards 16-19.

Use p. 4 of the Review and Drill Chart.

If this page is read from the books following the blackboard development, ask questions similar to the following:

"Where are the cat, the goose, and the pig going in this picture? Why? What did the Little Red Hen say to them? Was it fair for the Little Red Hen to give the little chicks some of the bread if they did not help her make the bread?"

NOTE.—After page 9 has been read from the blackboard, the children will be fully prepared to read the entire story from the books by actual word recognition.

If preferred, reading from the book may be started earlier than this. Many teachers prefer to let the children read each page from the book after it has been developed on the blackboard and a reasonable amount of drill on word groups and words has been given.

SUPPLEMENTARY BLACKBOARD EXERCISE

(Use the exercise given for this page on p. 8 C.)

PHONICS

(See pages 2 B, 2 C, 2 D.)

Continue ear-training exercises.

Review sounds *c*, *p*, *m*, *w*.

Teach sound *l* from *little*.

Use Phonogram Card 5.

CORRELATED SEAT WORK

1. Cut as many little chicks as there are in the picture. Then cut The Little Red Hen.

SUPPLEMENTARY READING

Read "Bunny's Bread," the first story in THE WINSTON COMPANION PRIMER. (See p. 115.)

The Little Red Hen said,
“You would not plant the wheat.
You would not cut the wheat.
You would not grind the wheat.
You would not make the bread.
You would not bake the bread.
You shall not eat the bread.
My little chicks shall eat the bread.”
And they did.





R.R.

THE BOY AND THE GOAT

A Little Boy had a goat.

The goat ran into the woods.

He found some grass.

Tell the story of "The Boy and the Goat," and have it dramatized and retold according to the method given in detail for "The Little Red Hen" on pp. iv-v of the Introduction.

READING FROM THE BLACKBOARD

The blackboard lessons for "The Boy and the Goat" are developed according to the method given on pp. vi-ix.

IMPORTANT REVIEW

found some

Under "Important Review" is a list of words to be reviewed before the new words of the reading lesson are presented. If a word is not readily recalled, utilize the power of association by presenting the word in a sentence similar to the one in which the word first appeared in the text. Or later on, when the children are reading directly from their books, urge them to turn back to the page on which the word first appeared. Sometimes you may have to tell the word, but gradually the pupils will grow more independent. During the word-drill period, drill on all the important words which have been difficult to recall.

NEW WORD GROUP

into the woods

Use Word Group Card 20.
Use Word Cards 41-48.

NEW WORDS

*Boy	*woods
*had	*He
*goat	*grass
*ran	*into

READING FROM THE BOOK

From now on, all groups should be able to read each page from their books after it has been developed sentence by sentence on the blackboard.

Give each pupil a cardboard book marker (about one inch wide and five inches long), and after discussing the picture, question for each sentence. For example:

"What does the first line tell us about the little boy?
What does the next line tell us the goat did? What does the last line tell us? Who is meant by *he*?"

SILENT READING

The value of a systematic training in silent reading is no longer questioned. The vast amount of silent reading in everyday life in comparison with oral reading is sufficient reason for emphasizing it.

Silent reading concentrates all effort on thought getting, and, consequently, produces thoughtful, intelligent readers. It trains the child to select essentials and to interpret more rapidly and concisely the great volume of silent reading required of him at school and in later life. It is one of the best ways of teaching him to study.

The question arises, "When and how shall training in silent reading be given?" The answer is, "A child should be trained to read silently as soon as he can recognize the printed or written representation of one word that he can act, or the name of one object that he can handle or point out." Training in silent reading is a gradual process, but to become effective, it must be emphasized from the first.

The following silent reading exercises may be used with beginners:

(The subject matter for these exercises is taken from "The Little Red Hen," but these exercises may be adapted to any story in the Primer.)

1. Write or print on the blackboard, or use word cards, the words *cat, goose, pig, chicks, hen, wheat, bread*.

Select one of the words, choose a pupil to read it silently and then point to the object in a picture in the Primer.

The word may then be read orally.

2. Write or print on the blackboard, or use the word cards, *plant, cut, found, call, eat*. Point to one of the words and choose a pupil to read the word silently, act it, and then read it orally.

3. Write or print sentences on the blackboard. Choose a pupil to select a sentence, read it silently, act it, and then read it orally. For example:

The Little Red Hen found some wheat.

The Little Red Hen called the cat.

The goose said, "Hiss! Hiss! Hiss!"

4. Write or print a set of cards, each containing a different sentence. For example:

The Little Red Hen said,

"I will plant the wheat."

The goose wanted to eat the bread.

The little chicks ate the bread.

Distribute the cards. Each pupil reads his card silently, acts the sentence, and other pupils guess what has been done.

5. Write or print on the blackboard several sentences forming a sequence of thought. For example:

The Little Red Hen

called the cat.

She said,

"Cat, will you
plant the wheat?"

The cat said,

"Meow! Meow!

I will not

plant the wheat."

Let the pupils read the sentences silently. Then erase and ask questions based upon the silent reading. For example:

"Who were talking? Who talked first? What did she ask? What did the cat say? How do you think The Little Red Hen felt?"

READING FROM THE BLACKBOARD

eat	not
would	Then

NEW WORD GROUPS

wanted to
began to cry

NEW WORDS

*wanted	*home
*to	*began
*go	cry

Use Word Group Cards 21-22.

Use Word Cards 49-54.

Use p. 5 of the Review and Drill Chart.

READING FROM THE BOOK

"How did the little boy try to make the goat go home? What did the goat do? Look at the picture. What do you think the goat is thinking about the little boy?"

If there is any doubt in your mind whether a pupil is getting the thought during this silent study, have him whisper the sentences to you, or the answers to your questions.

PHONICS

(If the introduction of phonics is being postponed until later, see pp. 2 B, 2 C, 2 D.)

Review *c, p, m, w, l*.

Have the children dictate words beginning with *g*.

Teach *g* from *goat*.

Use Phonogram Card 6.

CORRELATED SEAT WORK

Talk about the little boy's home. Who might be wondering where he is? etc.

Draw a picture showing the little boy's home, and perhaps some of the family looking for him.

Save these drawings for a booklet.



The goat wanted to eat the grass.
The Little Boy wanted to go home.
The goat would not go home.
Then the Little Boy began to cry.



Along came a rabbit.
The rabbit said,
“Why are you crying, Little Boy?”
The Little Boy said,
“The goat will not go home.”
The rabbit said,
“Stop crying, Little Boy.
I will drive the goat home.”

READING FROM THE BLACKBOARD

NEW WORD GROUPS

Along came
Why are you crying
Stop crying

NEW WORDS

*Along	*are
*came	crying
*rabbit	Stop
*Why	drive

Use Word Group Cards 23-25.

Use Word Cards 55-62.

READING FROM THE BOOK

“Who came along next? The rabbit saw the little boy’s tears. See if you can find all the things the rabbit said on this page.”

SUPPLEMENTARY BLACKBOARD EXERCISE

A rabbit came along.

He said to the boy,

“Shall I help you?

Shall I drive the goat home?”

PHONICS

Review *c, p, m, w, l*.

Teach *b* from *boy*.

Use Phonogram Card 7.

The sound *b* must be taught with great care, and drilled upon most diligently or it will become hopelessly confused with *d* and *p*. Unless carefully taught, it is very difficult for children to distinguish these sounds from each other. Frequently ask for lists of words beginning with these two sounds. Put them on the board so that the children may see the difference between the symbols of the two sounds.

THE VOICE

There is hardly a person who does not realize the advantage of a well-modulated, expressive voice. It is a most powerful agent for expressing thought and emotion. Nevertheless, children's voices are often greatly neglected. This is very unfortunate, for the kind of training received in childhood determines very largely the quality of the adult voice.

Included under voice training are modulation, enunciation, and expression.

Encourage children to overcome loud, high pitched, as well as low voices. If a child reads in a loud, shrill voice, stand by his side and urge him to read only to you. On the other hand, if a child's voice is too low, and mumbling, ask him to stand before the class and try to make the child in the back seat hear. These devices rarely fail to accomplish the desired results.

Errors in enunciation are not as easily overcome. Faulty enunciation may be the result of—

- (1) Defective hearing.
- (2) Ignorance of the use of the organs of articulation.
- (3) Carelessness in hearing and reproducing words.

The most that can be done in the average schoolroom to counteract defective hearing is to seat the child as far forward as possible and urge him to watch your lips for the formation of your words as well as to listen to their sound.

Physical defects of the organs of articulation are overcome to a great degree by teaching the child how to form the sounds, *viz.*, show the child who says *fink* for *think* that the word begins with *th*, which is produced by pressing the **tongue between the teeth**, instead of the **teeth against the lips**. Results from this training may sometimes be slow, but are always certain.

ORAL READING

Although some emphasis should be placed upon silent reading in the primary grades, oral reading must not be slighted. Oral reading is a means of thought giving, increases the child's vocabulary and his powers of correct expression, and is a test of silent reading.

During the first year when the pupil's rate of word recognition is slower than his rate of articulation, about eighty per cent of the reading periods should be used for oral reading.

To secure good oral reading the selections to be read should be based upon the child's own interests. They should be alive and capable of sustaining interest when it is aroused. Intelligent results can never be secured from disconnected, uninteresting subject matter.

An abundance of simple material develops more efficient reading habits than material which increases in difficulty too rapidly.

During the first year a pupil should rarely be asked to read orally, until he has been given an opportunity to study the selection silently. Silent study preceding oral reading has a threefold value:

1. It aids thought getting, the true aim of reading, therefore giving to the oral reading a more intelligent interpretation.
2. It necessitates the study of the whole lesson by every child.
3. It forms the habit of making longer eye fixations, and of phrasing correctly, thus developing fluency.

Dramatization is another valuable aid to oral reading. The child lives the story in the dramatization, therefore, the oral reading will be more intelligent, and as a consequence more expressive and interesting.

The value of hearing good reading models can hardly be overestimated. Read to your class as often as possible. Occasionally read their reading selections. Take one of the parts in the dramatization of a story. Your participation will delight the children as well as furnish them a good model.

READING FROM THE BLACKBOARD

IMPORTANT REVIEW

ran Then

Use Word Group Card 26.

NEW WORD GROUP

ran after

NEW WORDS

*after *want

*No

Use Word Cards 63-65.

Use p. 6 of the Review and Drill Chart.

READING FROM THE BOOK

"How did the rabbit try to catch the goat? Find *ran after* in the first line. What did the rabbit say to the goat in the third line? What did the goat say? (three lines). About whom is the last line?"

A SUGGESTION

Play "The Boy and the Goat" at intervals during the reading. This will preserve the continuity of the story.

SUPPLEMENTARY BLACKBOARD EXERCISE

The rabbit called the goat.

The goat did not want to go home.

He began to eat grass.

PHONICS

Review *c, p, m, w, l, g, b*.

Have the children dictate words beginning with *r*.

Teach *r* from *rabbit*.

Use Phonogram Card 8.

A REMINDER

Are you adapting your reading lessons, your speed in word drills, etc., to the abilities of your different groups? Each group has its own standards for all of this work. Watch carefully, and test to find out what these standards are, and then urge each group to raise its standard.



The rabbit ran after the goat.
He said,

“Go home, goat! Go home!”

The goat said,

“No, I will not go home.

I want to eat some grass.”

Then the rabbit began to cry.



Along came a squirrel.

The squirrel said,

“Why are you crying, rabbit?”

The rabbit said,

“The goat will not go home.”

The squirrel said,

“Stop crying, rabbit.

I will drive the goat home.”

READING FROM THE BLACKBOARD

NEW WORD

squirrel

Use Word Card 66.

READING FROM THE BOOK

"What is the rabbit doing in this picture. Who came along next? To whom did he speak? Find out what the rabbit answered. (4th line.) Then what did the squirrel tell the rabbit? How many times can you find the squirrel's name?"

PHONICS

Review *c, p, m, w, l, g, b, r*.

Let the children give words ending like or rhyming with *cat*.
Leave these on one part of the blackboard.

Develop the phonogram *at* from *cat* by the following method:

Write *cat* on the board.

Cover *at* with a card.

The children will recognize the familiar sound *c*, and sound it.

Cover *c* and ask, "What does the *last* part of *cat* say?"

After several pupils have sounded the last part of *cat* (*at*) say:

"My crayon can say *at*, too.

Watch what the crayon writes."

Then write *at* several times under *cat*.

Let the class tell what the crayon wrote.

When this has been drilled on, prefix the familiar sounds *p, m, b*, and *r* to *at* and blend the new words.

After prefixing these sounds to the phonogram *at*, the blackboard will appear as follows:

{
cat
at
pat
mat
bat
rat

Use Phonogram Card 9.

SUGGESTIONS FOR TEACHING "FAMILIES"

At first it is advisable to use only the side

cat, at

but after a

few lessons use the side

at,

referring to the first side only to

recall to a child the word of which *at* is a part.

For a drill device, prefix the Phonogram Cards *p*, *m*, *b*, *r*, one by one to the Phonogram Card *at*, thus building words in the *at* family.

It is best to train the child to recognize families in the form in which he is to encounter them in his reading. Therefore, when writing a word on the board to be blended, never separate the family from the initial consonant, *viz.*, *p at*, but always write the word as a whole, *i. e.*, *pat*.

In the Primer and First Reader of this series, the list of "families" has been made as small as possible. Only those families are taught that yield a great number of words frequently used.

Teaching a group of letters as a whole, or a "family," may be compared to teaching words as sight words. Until the child gains phonetic power, the number of sight words he learns must necessarily be larger than the number of phonetic words. But as he gains phonetic power he gradually learns more phonetic words and fewer sight words, until in the third year he learns all new words phonetically or diacritically.

In the same way the child learns important families by sight (taken from key words), but as he gradually gains the power to sound single, double, and blended consonants and the long and short sounds of vowels, he should not learn families by sight, but should use his phonetic power to blend an unfamiliar family or word. The transition from learning families by sight to learning them by blend is the most important phase of the phonetic work in the last half of the first year.

GENERAL SUGGESTIONS FOR TEACHING PHONICS

1. In phonics, the aim is not to teach an exhaustive list of words, but to supply the child with the tools to assist him in mastering new words for himself.

2. Train the pupils as early as possible to acquire the habit of analyzing words to discover familiar phonetic parts.

3. All phonetic drills should be given in a regular period set aside for this purpose. Only the application of phonics should be touched upon during the reading lesson.

4. Instant recognition is the keynote to success in phonics. Phonetic drills should be conducted in a brisk, spirited manner.

5. Concert work should rarely be allowed in phonetic drills.

6. When teaching a new sound, always call upon the best pupils first so that the slower ones may have the advantage of hearing the sound given accurately several times before they attempt to reproduce it.

7. Never use a word as a key word until it has become thoroughly fixed by frequent repetition.

8. The **oral separation** of a word into its phonetic parts, *as, w-ill*, may be permitted at first, but children should early be trained to recognize a word's phonetic parts, blend them silently and then pronounce the word as a whole.

9. Avoid too much drill upon columns of words in the same family. After a family has been drilled upon a few times, it is advisable to include words in two or more families in one column. Reciting columns of words in the same family develops a tendency to look at the first part of a word and guess the last part, a practice which must be overcome before the pupil can form the habit of accurate visualization, which is the foundation of good spelling. The phonetic pages of the Review and Drill Chart (pp. 16, 19, 23, etc.), are very helpful in developing the habit of accurate visualization.

READING FROM THE BLACKBOARD

No new words.

READING FROM THE BOOK

“Read until you find out what the squirrel said to the goat. What did the goat answer? (next three lines). Then what did the squirrel do? How many are crying now? Why are not the rabbit and the little boy in this picture?”

SILENT READING

Write the following words on the blackboard, or use word cards: *boy, goat, rabbit, squirrel, woods, grass.*

Point to an illustration of one of the words in a pupil's book and ask him to point to the word on the blackboard or on a card.

Let one pupil select a word, ask the other pupils to read it to themselves, and then point to a picture of it in their books.

PHONICS

Review *c, p, m, w, l, g, b, r.*

Have the pupils give words beginning or ending with *t*.

Teach *t* from *to*.

Use Phonogram Card 10.

Review and blend the *at* family.

Do not expect all of your pupils to blend words with the same degree of skill. The different groups of children will vary in hearing and reproducing sounds, just as they vary in reading ability. The slowest pupils may not grasp the idea of blending sounds for some time, but let them hear the other pupils blend, and finally their ears and speech organs will become sufficiently trained to enable them to blend sounds without any difficulty.

NOTE.—The class should learn the forms of the capital letters from the Phonogram Cards. Cover up the small letters and drill occasionally on the capitals.



F.R.

The squirrel ran after the goat.

He said,

“Go home, goat! Go home!”

The goat said,

“No, I will not go home.

I want to eat some grass.”

Then the squirrel began to cry.



Along came a fox.

The fox said,

“Why are you crying, squirrel?”

The squirrel said,

“The goat will not go home.”

The fox said,

“Stop crying, squirrel.

I will drive the goat home.”

READING FROM THE BLACKBOARD

NEW WORD

fox

Use Word Card 67.

READING FROM THE BOOK

"What is the new word in the first line? Find the fox's picture. How many so far have said they would help the Little Boy?"

SUPPLEMENTARY BLACKBOARD EXERCISE

A fox came along and said
to the squirrel,

"Why do you cry?"

"The boy and the rabbit
are crying," said the squirrel.

PHONICS

Review *c, p, m, w, l, g, b, r, t.*

Let the pupils give words beginning or ending with *s*.

Teach *s* from *some*.

Use Phonogram Card 11.

Review the *at* family.

Never use a word as a key word until it has been fixed by frequent repetition, *viz.*, be sure that the word *some* is familiar to the children before using it as a key word to teach the sound *s*.

NOTE.—Let the pupils suggest as many of these words as they can, and then use the words in oral sentences; or, whenever possible, play the words, point to objects which the words name, etc. The purpose of this is to avoid a mechanical drill upon a list of words which the children do not understand. The **aim of phonics** is not to teach an exhaustive list of words, but to supply the child with tools to help him master words which he needs to know and use.

READING FROM THE BLACKBOARD

No new words.

READING FROM THE BOOK

"Where are the squirrel, the little boy, and the rabbit?"

PHONICS

Review *c, p, m, w, l, g, b, r, t, s*.

Have the children give words beginning with *h*.

Teach *h* from *hen*.

Use Phonogram Card 12.

Review the *at* family.

SUPPLEMENTARY READING

Now that the children are gaining more reading power, the classroom bulletin board will be an increasing pleasure to them.

Be sure to make all school announcements on this board. Perhaps the pupils will only get a word here and there, but there will always be some children who will be able to read the entire announcement.

Each day while the class is reading this story, write a few sentences on the board about some character in the story. Perhaps you will have an extra book from which you can cut the pictures and pin them on the bulletin board. Then write a few short sentences about the picture. For instance, if you had the picture on page 17 on the bulletin board such sentences as the following might be written under the picture:

Find the fox.

Find the woods.

Find the goat.

Find some grass.

Can you find the rabbit? Why not?

Let the children bring pictures to be put on the bulletin board. They may suggest some sentences that they would like to have written under the pictures. Then, before school and during free periods the children will try to read what the board says. If the vocabulary of this bulletin board reading correlates with that in the reader it is very desirable; however, do not let vocabulary drill control this work.



The fox ran after the goat.

He said,

“Go home, goat! Go home!”

The goat said,

“No, I will not go home.

I want to eat some grass.”

Then the fox began to cry.



A bumblebee flew by.

The bumblebee said,

“Why are you crying, fox?”

The fox said,

“The goat will not go home.”

The bumblebee said,

“Stop crying, fox.

I will drive the goat home.”

READING FROM THE BLACKBOARD

NEW WORD GROUP

flew by

Use Word Group Card 27.

NEW WORDS

bumblebee

flew

by

Use Word Cards 68-70.

READING FROM THE BOOK

"Look at the picture and see who flew by. Can you find the word *bumblebee*? Can you find *flew by*? Read what the bumblebee said."

PHONICS

Review *c, p, m, w, l, g, b, r, t, s, h*.

Teach *f* from *fox*.

Use Phonogram Card 13.

Review the *at* family.

CORRELATED SEAT WORK

Ask, "What do you think the little boy's family is doing by now? Perhaps they may be looking for him, or crying," etc. Then let the children make an imaginative crayon drawing of the family. After the story has been read let them make a drawing of the little boy and the goat going home and one picturing the home-coming.

These drawings and those suggested on page 11 A may be made into a booklet. Let the children choose their own titles for these books.

TEACHER'S MEMORANDA

READING FROM THE BLACKBOARD

NEW WORD GROUP

Thank you

Use Word Group Card 28.

Use p. 7 of the Review and Drill Chart.

NEW WORDS

Oh stopped
sting Thank

Use Word Cards 71-74.

READING FROM THE BOOK

“Read the first line and find out how the bumblebee found the goat. What did he say while he was flying? The fourth line tells you why the goat was afraid. What did he do? What did the little boy do? He was a polite little boy. Read the last line to see what he said. Can you point to the polite words? How many tried to help the little boy? How many did help him? Who could not? Why?”

PHONICS

Review *c, p, m, w, l, g, b, r, t, s, h, f*, and the *at* family.

Have the children give words which end like or rhyme with *will*.

Teach the phonogram *ill* from *will*.

Use Phonogram Card 14.

Blend *pill, mill, bill, till, sill, hill, fill*.

Use in oral sentences, point to objects named, dramatize, etc.

SUPPLEMENTARY READING

Read “Piggy Wig’s House,” page 8, WINSTON COMPANION PRIMER.

(Continued on page 20 A.)



ER.

The bumblebee flew after the goat.

“z-z-z-z-z-z-z-z”

The goat said,

“Oh, the bumblebee will sting me!”

And he ran home.

Then the Little Boy stopped crying.

He said,

“Thank you. bumblebee.”



THE WEE WEE WOMAN

Once there was
a Wee Wee Woman.
She lived in a wee wee house.

CORRELATED SEAT WORK

SUGGESTIONS FOR USING SEAT WORK ENVELOPE No. 5

1. Write the letters *b, c, w, g, f* on the board. Have the children build rows of words beginning with these sounds.

2. Write the following word groups on the board: *some grass; wanted to eat; wanted to go; would not; The goat said; ran after.* Have the children build these word groups and then practice reading them rapidly. A small card may be used to uncover one at a time.

3. Draw the little boy; the goat; the squirrel; the fox; the bumblebee; then label each one. (Explain *label*.)

NEW WORD GROUPS

Once there was
A Wee Wee Woman
in a wee wee house

NEW WORDS

Once	*Woman
*there	*lived
*was	*house
Wee	

Use Word Group Cards 29-31.

Use Word Cards 75-81.

Use p. 8 of the Review and Drill Chart.

From now on the reading period will be divided into two divisions, **READING TO OURSELVES** (Silent Study), and **READING TO OTHERS** (Oral Reading).

METHOD OF TEACHING "THE WEE WEE WOMAN"

Following the method outlined in the Introduction, the story of "The Little Red Hen" and "The Boy and the Goat" is first told to the class. Then the children retell and dramatize the story before the written or printed form is presented. But beginning with "The Wee Wee Woman" the method of approach changes. By this time the children have had considerable practice in reading from the blackboard and the book. They have acquired a vocabulary of 74 words, and have learned to recognize and use 14 phonograms. Therefore, they are now prepared to

take up the reading of the selections directly from the book, without having the story previously told, retold, and dramatized.

Let the children look at the pictures for the entire story, getting a general idea of the nature of the story. If desired, you may tell enough of the story to arouse their curiosity and create a desire to discover the outcome. For instance, "This story is about a wee wee woman who lived in a wee wee house. One night after she had gone to bed, she heard a noise. She heard the noise more than once. If we read carefully we can find out what the noise was."

READING TO OURSELVES (Silent Study)

(See ¶ 5, page 12 C.)

Without any previous blackboard preparation, let the children open their books to the first page of the story. Have them find the picture of the Wee Wee Woman and her wee wee house. Then ask, "Can you find the Wee Wee Woman's name? The story begins, 'Once there was,' can you read the second line? The last line tells where she lived. Read it to yourselves. Find the words which tell where she lived. Can you find *lived*?"

As the children find these words write them on the board, and show the word group and word cards at the same time. The new words will be grasped more easily if they are presented while the children are making this silent preparation for their oral reading. Develop the words as the children need to use them in their reading.

READING TO OTHERS (Oral Reading)

Have the page read orally. Then have the children point to the new word groups, new words, etc. Ask, "How many times can you find the word *wee* on this page?" etc. Have the words in the book matched with the cards, etc.

TEACHER'S MEMORANDA

/

READING TO OURSELVES (Silent Study)

"The Wee Wee Woman had many things. The picture shows us some of these things. How many can you find? The book tells us about some of these things. The first one it tells about is what the Wee Wee Woman sleeps in." Write *bed* on the board. Show the word card.

"There was something by the bed. [What was it?" Write *table*, and show the word card.

Develop the word groups by asking, "Where was the wee wee table? Where was the wee wee candle?" Show the word group cards. "Now you can read the whole page to yourselves."

IMPORTANT REVIEW

had by
was .

NEW WORD GROUPS

By the wee wee bed
On the wee wee table
Use Word Group Cards 32-33.

NEW WORDS

*bed *On
table candle
Use Word Cards 82-85.

READING TO OTHERS (Oral Reading)

Have the page read sentence by sentence, then have the whole page read. Question for these sentences, as, "What does the first sentence tell us the Wee Wee Woman had? Where was the table? What was on the wee wee table?"

SUPPLEMENTARY BLACKBOARD EXERCISE

The Wee Wee Woman
had a bed and a table.
The candle was on the table.
The table was a wee wee table.
The candle was a wee wee candle.

NOTE.—Teach the term *sentence* as early as possible. It is more convenient to refer to *sentences* than *lines*.

PHONICS

Review consonants. Let the children dictate three words beginning with each consonant already taught.



The Wee Wee Woman
had a wee wee bed.
By the wee wee bed
was a wee wee table.
On the wee wee table
was a wee wee candle.



One night the Wee Wee Woman
went to bed.

Soon she heard a noise.

She said,

“Who is there?”

READING TO OURSELVES (Silent Study)

"How can you tell from the picture that this isn't a daytime story? The story is about 'one night'." Write *One night* on the board. Show the card. "What did the Wee Wee Woman do after she took off her slippers? Yes, she went to bed." Write *went to bed* on the board and show the card *went*. "How many have read the first sentence to yourselves? I wonder why the Wee Wee Woman is sitting up in her bed?" After the right answer is given write *heard a noise* and show the card.

"Now you can finish the whole page if I tell you the little word *is* on the last line." Write *is*, and show the card.

NOTE.—As the children get a larger vocabulary and more phonic power, less and less help will be needed during this silent study. Gradually lead them to get words by studying the pictures and using their phonic power.

IMPORTANT REVIEW

to who

NEW WORDS

*One	heard
night	noise
*went	*is
*Soon	

NEW WORD GROUPS

One night

heard a noise

Use Word Group Cards 34-35.

Use Word Cards 86-91.

Use p. 9 of the Review and Drill Chart.

READING TO OTHERS (Oral Reading)

Try to have the children express the Wee Wee Woman's fear when they read "Who is there?"

Why did the Wee Wee Woman live in a wee wee house?

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"Look at the picture. What did the Wee Wee Woman do to the candle? Then what did she do? The picture tells you. Who knows what the first sentence says? The second? What was under the bed?" Write *nothing* on the board, and show the word card.

All the other new words will have been written on the board during the questioning.

NEW WORD GROUP

under her wee wee bed
Use Word Group Card 36.

NEW WORDS

lighted *under
*her *nothing
looked
Use Word Cards 93-97.

A SUGGESTION

The following game will prove helpful while teaching the prepositions *under*, *on*, and *in*:

Hold up the card *under*, and have pupils put their hands **under** their desks. Hold up the card *on* and have hands **on** the desks. Hold up the card *in*, hands **in** the desks. Flash the cards rapidly and see how many children you can "catch."

SUPPLEMENTARY BLACKBOARD EXERCISE

The house was in the woods.
The cat is under the chair.
The candle is on the table.
Who is in my house?
Is the bread on the table?
The boy went into the woods.

PHONICS

Review *ill* and *at*. Let the children dictate six words in each family.



Then the Wee Wee Woman
lighted her wee wee candle.

She looked
under her wee wee bed.

There was nothing there.



She went down her wee wee stairs.
She looked under her wee wee chairs.
There was nothing there.

She looked under her wee wee table.
There was nothing there.

READING TO OURSELVES (Silent Study)

"What room is this? How did the Wee Wee Woman get there?" Write *down her wee wee stairs* on the board, and show the card. "The picture doesn't show what she did first when she came down. I'll tell you. She looked under her chairs." Write *chairs*, and point to the one in the picture. "The third sentence tells you what she found there. Then where did she look next? What did she find there? etc. Now you can read the whole page to yourselves."

NEW WORD GROUP

down her wee wee stairs

NEW WORDS

*down

stairs

*chairs

Use Word Group Card 37.

Use Word Cards 98-100.

Use p. 10 of the Review and Drill Chart.

Call the children's attention to the ending of *stairs* and *chairs*. Point out that although they have the same ending, the beginnings are different—that *stairs* begins with the familiar sound s. Take every opportunity to lead the children to analyze words, noticing beginnings, families, endings, etc. It is an invaluable habit to form, both in reading and spelling.

READING TO OTHERS (Oral Reading)

After the page has been read orally, have the children find the names of some of the things they can see in the picture.

Ask, "How many can find a picture which shows more than one chair?"

A SUGGESTION

The following device may be used to fix the words *down*, *up*; *out*, *in*. During the Physical Training exercises, instead of giving the orders, "Arms up—down—in—out," etc., flash these word cards, and see how many children can follow correctly your silent directions.

READING TO OURSELVES (Silent Study)

"How did the Wee Wee Woman get back to her bedroom? What did she do to the candle? Then what did she do? The picture tells you." Write the new word groups and words on the board as you develop them.

NEW WORD GROUPS

up her wee wee stairs

blew out

Use Word Group Cards 38-39.

NEW WORDS

blew

*got

*out

Use Word Cards 101-103.

READING TO OTHERS (Oral Reading)

It is assumed that the entire story is read from the beginning before the new page is read for the first time.

CORRELATED SEAT WORK

Fold a sheet of 6 x 12-inch paper so that it forms two squares. With the fold at the top, draw with colored crayons a picture of the outside of the Wee Wee Woman's house, her garden, trees, etc.

Open the Wee Wee Woman's House so that the squares form an upstairs and a downstairs.

Below the crease draw the downstairs room with the stairs leading up to the bedroom. Look in the pictures to get details. Draw the bedroom above the crease, getting details from the pictures.

NOTE.—It is inadvisable to let the children copy the pictures very frequently, but in nearly every imaginative drawing they make, some help may be obtained from the pictures. Train them to become self-reliant in referring to the pictures for help.

A SUGGESTION

This house may be made on any scale, the larger the better. For a coöperative project, use a large sheet of paper. Have the furniture, etc., cut from paper, colored, and pasted in position. The outside of the house may be colored, and the flowers, trees, etc., cut out and pasted on.



Then the Wee Wee Woman
went up her wee wee stairs.

She blew out her wee wee candle,
and got into her wee wee bed.



Soon the Wee Wee Woman
heard the noise again.
She got out of her wee wee bed.
She lighted her wee wee candle,
and went down her wee wee stairs.

READING TO OURSELVES (Silent Study)

"Study the first sentence. You can get the last word very easily." Write *again* on the board. "What was the first thing she did after she heard the noise?" Write *got out of*. "How was she able to see her way downstairs? Read the whole page."

NEW WORD GROUP

got out of

NEW WORDS

*again *of

Use Word Cards 104-105.

Use Word Group Card 40.

Drill on the prepositions on p. 10 of the Review and Drill Chart.

READING TO OTHERS (Oral Reading)

Read the page.

PHONICS

It is assumed that you will always give drills and master all difficulties before beginning new work in phonics.

Teach *n* from *noise*.

Use Phonogram Card 15.

A REMINDER

Are you interesting the children in other books, such as Mother Goose, simple primers, etc.? Have books brought in from the homes and give at least one free reading period a week when the children may sit in little groups and look over books together. During this period walk around to the different groups and give help, talk about the pictures, perhaps read a short selection from one of the books, etc.

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"You can read this page without any help because there are no new words. How many sentences tell what the Wee Wee Woman is doing in the picture? Study the last two sentences. How many can find a picture in the story which shows the Wee Wee Woman doing this?"

READING TO OTHERS (Oral Reading)

After this page has been read orally, let some pupil dramatize the incident.

NOTE.—Emphasis has been placed upon prepositions throughout "The Wee Wee Woman."

There have been six word group cards presented, each beginning with an important preposition. Two devices have been suggested to use for drill on prepositions.

After the meanings of these prepositions have been thoroughly grasped, drill on the list of prepositions on page 10 of the Review and Drill Chart.

A preposition should **always** be taught in a word group, **never** as an isolated word.

SUPPLEMENTARY SILENT READING EXERCISE

Write the following sentences on the blackboard, and choose pupils to read them silently and act them:

- The Wee Wee Woman lighted her candle.
- The Wee Wee Woman looked under her chairs.
- The Wee Wee Woman looked under her table.
- The Wee Wee Woman looked under her bed.
- The Wee Wee Woman blew out her candle.
- The Wee Wee Woman got into bed.

PHONICS

Have the pupils give words beginning with the same sound as *chair*.

Use Phonogram Card 16.

Blend and use in oral sentences: *chat* and *chill*.



She looked
under her wee wee chairs.
There was nothing there.
She looked
under her wee wee table.
There was nothing there.



So the Wee Wee Woman
went up her wee wee stairs.
She blew out her wee wee candle,
and got into her wee wee bed.

READING TO OURSELVES (Silent Study)

No new words.

"Study the first sentence and then find a picture somewhere in the book which shows the Wee Wee Woman doing this. Find a picture of the last line somewhere in the book."

READING TO OTHERS (Oral Reading)

Read the page.

PHONICS

Have the pupils give a list of words which end like or rhyme with *got*.

Use Phonogram Card 17.

Blend, and use in oral sentences, dramatize, etc.: *got, hot, lot, not, pot, tot*.

Prefix Phonogram Cards *c, g, h, l, n, p, t*, to Phonogram Card 17 (*ot*).

CORRELATED SEAT WORK AND SILENT READING

Review the word *draw*, then write the following directions on the board to be read silently and carried out:

Draw a table.

Draw some bread on the table.

Draw a chair by the table.

Draw a cat under the chair.

Draw the Wee Wee Woman by the chair.

Check up this work on the scale of five. There are five directions to be carried out. Let the pupils mark their own work, those who have carried out every direction accurately mark themselves 5, etc. This lesson makes a satisfactory comprehension test. Keep a record of each pupil's score and use it for comparison with future scores.

Pupils who have a low score should be given additional exercises similar to this.

READING TO OURSELVES (Silent Study)

"The Wee Wee Woman went upstairs, got into bed, and then tried to do something. I wonder what it was she tried to do. Yes, she tried to sleep." Write *tried to sleep* on the board. "Study to find out what happened next."

NEW WORDS

tried sleep

Use Word Cards 106-107.

READING TO OTHERS (Oral Reading)

After the reading, ask the following organization questions?

"How many times did the Wee Wee Woman hear the noise: How many times did she light her candle? How many times did she blow out her candle?"

PHONICS

How many words on this page begin with *s*; with *w*, etc.?

TEACHER'S MEMORANDA



The Wee Wee Woman
tried to sleep.
But soon she
heard the noise again.
She got out of her wee wee bed.
She lighted her wee wee candle,
and went down her wee wee stairs.

She looked under her wee wee chairs.
There was nothing there.
She looked under her wee wee table.
There was nothing there.
Then she looked
 in her wee wee cupboard.
And out jumped—Boo!



READING TO OURSELVES (Silent Study)

"This page tells us what jumped out of the cupboard."
Write *cupboard* and *jumped* on the board.

NEW WORDS

cupboard Boo

*jumped

Use Word Cards 108-110.

READING TO OTHERS (Oral Reading)

Finish the story.

The "Boo!" of this story corresponds to the surprise word in a "ghost" story. Children enjoy reading this story to other classes or reading it at home to "scare" their parents.

PHONICS

Review *in*.

Use Phonogram Card 18.

Blend, act, point to, touch, or use in oral sentences: *tin*, *win*, *chin*, *pin*, *fin*.

CORRELATED SEAT WORK

Suggestions for using Seat Work Envelope No. 6.

1. Build and be ready to play these sentences (on the board):

The Wee Wee Woman looked under the table.

She looked under the chairs.

She lighted her candle.

2. Put in a row all the words which name something in the Wee Wee Woman's house.

3. Cut four tables like the Wee Wee Woman's table. Put all the words beginning with *w* on one table; with *t* on another; with *l* on the third; and with *b* on the fourth.

SUPPLEMENTARY READING

Read the story of "Bushy Tail and Bobtail" on page 13 of the WINSTON COMPANION PRIMER.

SUMMARY OF THE METHOD OF PRESENTING THE STORIES IN THE PRIMER

I. The Little Red Hen.

1. Story told by the teacher.
2. Story retold and dramatized by the pupils.
3. Story read from the blackboard.
4. Story read from the book.

II. The Boy and the Goat.

1. Story told by the teacher.
2. Story retold and dramatized by the pupils.
3. A portion of the story read from the blackboard and then from the book.
4. Rest of the story read from the blackboard at least one page in advance of the reading from the book.

NOTE.—When teaching the stories of “The Little Red Hen,” and “The Boy and the Goat,” some teachers prefer to have a page read from the book as soon as it has been taught from the blackboard.

The Manual provides for this optional plan by giving questions about the picture as an introduction to this early reading from the book.

It is suggested, however, that the slow groups work from the blackboard for a longer period than the more advanced groups. It is rarely advisable to give the slow groups the books to read by actual word recognition until the first story has been read from the blackboard. They may use the book for picture study or for help in dramatizing, etc., but not for reading by actual word recognition.

III. The Wee Wee Woman.

1. The teacher hints at the nature of the story and discusses the pictures with the pupils. She leaves the discovery of the outcome of the story as the pupils' aim for the reading lesson.

2. Important words reviewed, new word groups and new words presented during silent study.

3. Story read from the book.

4. Story discussed, reproduced orally, dramatized, and reread.

IV. The Gingerbread Boy.

1. The teacher hints at the nature of the story and discusses the pictures with the pupils. She leaves the discovery of the outcome of the story as the pupils' aim for the reading lesson.

2. Important words reviewed, new word groups and new words presented during silent study.

3. Story read from book.

4. The story is discussed, reproduced orally, dramatized, and reread.

The rest of the stories in the Primer are presented according to the plan given for "The Wee Wee Woman" and "The Gingerbread Boy."

Another step might be added to this procedure, that of reading a story with a similar vocabulary from some other book. This supplementary reading fixes the vocabulary, increases eye span and decreases the number of fixations made per line.

THE WINSTON COMPANION READERS (Primer, First, Second, and Third Reader) were designed to fill this need, they contain new stories which duplicate closely the vocabulary and construction of the WINSTON READERS. (See page 115, "Supplementary Reading.")

READING TO OURSELVES (Silent Study)

Most of the pupils will be familiar with this rhyme, so will need very little help with the new words.

NEW WORDS

*old	gone
hill (h ill)	lives
if •	still

Use Word Cards 111-116.

Use p. 11 of the Review and Drill Chart.

It happens frequently that an unusual or obsolete word occurs in a nursery rhyme. With such words work only long enough to enable the children to read them in the rhyme. But always drill very thoroughly on the words that belong to a child's fundamental vocabulary (the words marked by an asterisk).

READING TO OTHERS (Oral Reading)

"Do you know any other rhymes about an old woman? Will you bring your books to school to-morrow and read them to the rest of us?"

PHONICS

Review *an*.

Use Phonogram Card 19.

Blend, act, point to, touch, or use in oral sentences: *can, fan, man, pan, ran*.

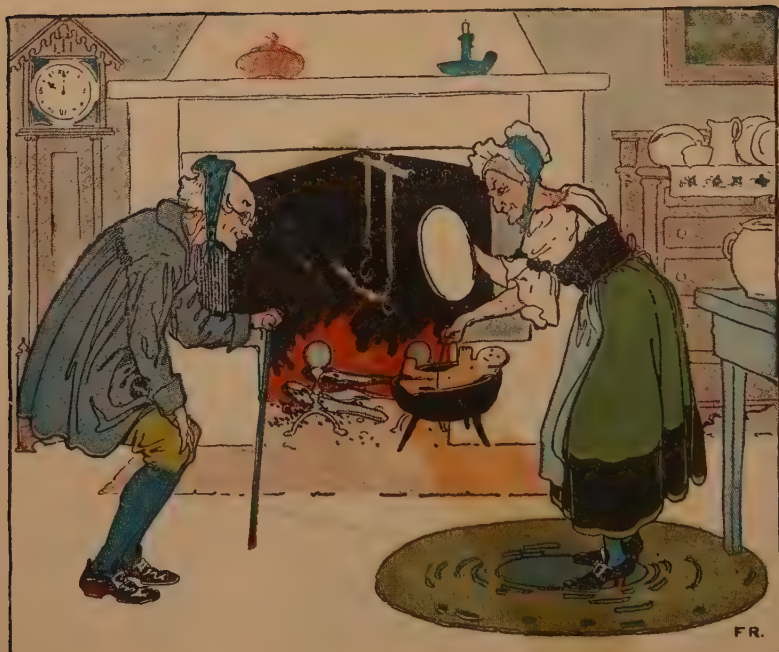
REMINDERS

Are you working for speed in your word group drills?

Are your pupils mastering the words marked by an asterisk? These are the words which occur most frequently in the WINSTON PRIMER and FIRST READER, and in supplementary reading, and should be mastered by every pupil. (See Introduction, pp. x and xi.)



There was an old woman
Lived under a hill.
And if she's not gone,
She lives there still.



THE GINGERBREAD BOY

There was a little old woman
and a little old man.

They had a little old kettle,
and a little old pan.

The little old woman
made a Gingerbread Boy.

READING TO OURSELVES (Silent Study)

Let the children look at and discuss all of the pictures. As they discuss the various characters, write them on the board. In this way they will learn the new words.

"Study until you find the names of two things the little old woman and the little old man had. What did the little old woman make? How many times do you see the Gingerbread Boy's name on this page? There is another name on this page twice. Whose name is it?"

NEW WORD GROUPS

little old woman
little old man
little old kettle
little old pan

NEW WORDS

*man (P)
kettle
pan (P)
made
Gingerbread

Use Word Group Cards 41-44.
Use Word Cards 117-121.

NOTE.—The letter (P) after the words **man** and **pan** indicates that the children now have sufficient phonetic tools to get these words for themselves. Encourage the pupils to get as many phonetic words as possible for themselves. To discover new words is a joy to the children and an incentive to master more phonics. **Hereafter, all phonetic words are marked with a (P).**

READING TO OTHERS (Oral Reading)

Motivate this "Reading to Others" whenever possible, for example, "This would be a splendid story for some good reader to read to the kindergarten children. Let us practice from the first to read very clearly and distinctly so that the children will enjoy hearing the story."

CORRELATED SEAT WORK

Let the children choose something in this picture to model in plasticine or clay. These models may be saved and sent into the kindergarten when the story is read in there.

READING TO OURSELVES (Silent Study)

"How did the Gingerbread Boy get in the kettle?" Write *put*. "How did he get out of the kettle?" Write *upset*. "How is the kettle different from the pan?"

IMPORTANT REVIEW

under

ran

NEW WORDS

*put

upset

*away

Use Word Cards 122-124.

READING TO OTHERS (Oral Reading)

Read the page.

SUPPLEMENTARY BLACKBOARD EXERCISE

The Little Old Woman said,

"I will make

a Gingerbread Boy.

I will put him

in the kettle.

I will put the kettle

under the pan."

CORRELATED SEAT WORK AND SILENT READING

Give each pupil a large sheet of thin paper, and teach the word *tear*. Write the following directions on the board to be read silently and carried out:

Tear the little old woman.

Tear the little old man.

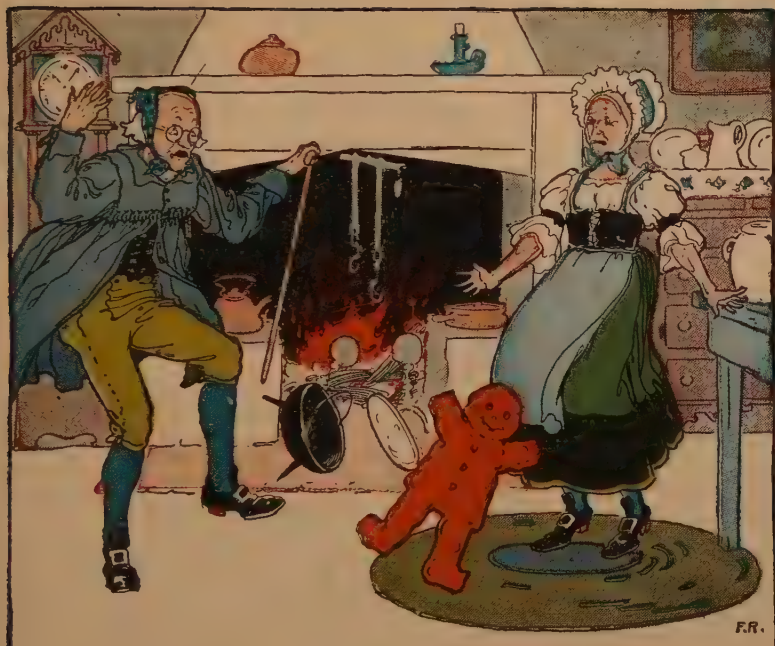
Tear the Gingerbread Boy.

Tear the kettle.

Tear the pan.

Save these tearings until the next lesson. (P. 36 A.)

TEACHER'S MEMORANDA



She put the Gingerbread Boy
in the little old kettle
under the little old pan.
The Gingerbread Boy
upset the little old kettle
and the little old pan
and ran away.



F.R.

“Stop, Gingerbread Boy!”
called the little old man.
“Stop, Gingerbread Boy!”
called the little old woman.

READING TO OURSELVES (Silent Study)

"Can you tell from the picture how the little old man and the little old woman feel? How do you think the Gingerbread Boy feels? What do you think the bird is calling?"

No new words.

READING TO OTHERS (Oral Reading)

"How loudly did they call to the Gingerbread Boy? Can you show us by your reading?"

A SUGGESTION

Word games, supplementary blackboard reading, and silent reading based upon the vocabulary of this story will overcome the tendency to read it from memory rather than from actual word recognition.

PHONICS

(See p. 2 B, 2 C, 2 D.)

Teach the sound *k* from *kettle*.

Use Phonogram Card 20.

Blend *kill*.

NOTE.—It is assumed that in all phonic work the children are being given the opportunity to suggest lists of words beginning or ending with the phonetic element to be developed. Also, that whenever possible, blend words are being dramatized, used in sentences, or demonstrated in various ways. **Do not let phonics deteriorate into a mechanical, word naming drill.**

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

“Study the first three lines and find out what the kettle and the pan did first. Did the Gingerbread Boy stop for them? Then what did they do? Could they catch him?” Write *could not catch him*.

IMPORTANT REVIEW

after
they

NEW WORDS

*but
*could
*catch (P)
*him

Use Word Cards 125–128.

Use p. 12 of the Review and Drill Chart.

NEW WORD GROUP

could not catch him

Use Word Group Card 45.

READING TO OTHERS (Oral Reading)

“How did the kettle and the pan call to the Gingerbread Boy?”

SUPPLEMENTARY BLACKBOARD EXERCISE

The little old man

called the Gingerbread Boy.

But the Gingerbread Boy

did not stop.

The little old man could not catch him.

TEACHER'S MEMORANDA

(Are you making use of this space?)



FR

“Stop, Gingerbread Boy!”
called the little old kettle
and the little old pan.

They ran after the Gingerbread Boy,
but they could not catch him.



The Gingerbread Boy
met a cat.

READING TO OURSELVES (Silent Study)

"Whom did the Gingerbread Boy meet? Yes, he met a cat."
Write *met a cat* on the board and show the word group card.

NEW WORD GROUP

met a cat

Use Word Group Card 46.

NEW WORD

*met

Use Word Card 129.

READING FROM THE BOOK (Oral Reading)

Read the page.

CORRELATED SEAT WORK

Paste on a large sheet of paper the tearings made during the lesson described on page 33 A.

Cut apart all the word cards on the first sheet of Seat Work Envelope No. 7, and label all of the objects. Explain and show the pupils the word *label* on the board.

If the class is not provided with the seat work made by the publishers, these word cards may be made by the pupils themselves from a small rubber stamp. Set up the type in the holder and let the pupils do their own stamping. The words can be cut apart and pasted under the paper tearings.

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"Study the first sentence and find out what the cat said. From whom did the Gingerbread Boy say he ran away? How many were there?" Write *from you, from*.

NEW WORD GROUPS

run away

from you

ran on

NEW WORDS

*from *run

*can (P) *So

Use Word Group Cards 47-49.

Use Word Cards 130-133.

READING TO OTHERS (Oral Reading)

"How did the Gingerbread Boy feel when he was saying all this? Can you show us by your reading?"

PHONICS

"How many words on this page begin with *r*; with *s*; with *c*?"

REMINDERS

Are your word drills, phonic drills, picture study questions, etc., contributing **definitely** to the development of the real aim of reading—**thought getting**? Have a definite purpose in mind before carrying on any of these activities. Ask yourself, "Why am I having this word drill?" etc.

Are you adapting your word card games and drills to the varying abilities of the pupils in your class, grading the words so that the brightest pupils are required to put forth as great an effort as the slower ones? Remember that a class of thirty children will probably have at least four different groups of varying abilities.

TEACHER'S MEMORANDA

The cat said,

“Stop, Gingerbread Boy!”

The Gingerbread Boy said,

“I ran away

from the little old woman,

the little old man,

the little old kettle,

the little old pan,

and I can run away from you.”

So the Gingerbread Boy ran on.

The cat ran after him,

but she could not catch him.



The Gingerbread Boy
met a dog.

READING TO OURSELVES (Silent Study)

"The new word on this page is so easy that you can read it without any help." Write *dog* on the board. "How does the Gingerbread Boy feel now? Can you tell from the picture?"

NEW WORD

*dog

Use Word Card 134.

READING TO OTHERS (Oral Reading)

Read the page.

A REMINDER

Are you giving **intelligent** drill on word groups? This is the most important of all drill work. You have already taught 49 word groups. Arrange these cards in packs according to the number of words on a card. For instance, put all the two-word cards in one pack, all the three-word cards in another, etc.

Give rapid flash drills beginning with the two-word cards, then the three-word cards, etc., until you have flashed the five-word cards. **This is not merely a drill in word recognition, but a very definite exercise for increasing the eye-span. It trains the pupils to recognize more and more words at one eye fixation—the basis of all rapid reading.**

Teachers are urged to make additional word group cards **taken from the reading lessons**, using the words marked with an asterisk as frequently as possible. This will enable teachers to select the word groups which their classes need for special drill. No two classes or groups have exactly the same needs.

READING TO OURSELVES (Silent Study)

"Here is another easy page. There are no new words at all. See how quickly you can read this page to yourselves."

READING TO OTHERS (Oral Reading)

Read the page.

SUPPLEMENTARY BLACKBOARD EXERCISE

The dog said,
"I want to eat
that Gingerbread Boy.
I will catch him."
The dog ran and ran.
The Gingerbread Boy
ran and ran.
So the dog
could not catch him.

PHONICS

Teach *ut* from *but*.

Use Phonogram Card 21.

Blend and use in oral sentences: *cut, but, hut, nut*.

A REMINDER

Are you motivating your oral reading lessons by providing real audience situations, such as a class entertainment; reading for some other class; reading from a book brought from home; one group reading to another group from a supplementary reader; one pupil reading from the bulletin board?

Good examples of motivated oral reading lessons are given on pages 32 A and 40 A.

The dog said,

“Stop, Gingerbread Boy!”

The Gingerbread Boy said,

“I ran away

from the little old woman,

the little old man,

the little old kettle,

the little old pan.

I ran away from the cat,

and I can run away from you.”

So the Gingerbread Boy ran on.

The dog ran after him,

but he could not catch him.



The Gingerbread Boy
met a pig.

READING TO OURSELVES (Silent Study)

"You can read this page very easily, too."

No new words.

READING TO OTHERS (Oral Reading)

"How many has the Gingerbread Boy left behind him?"

The following game furnishes an excellent motivation for an oral reading lesson.

PLAYING RADIO

By this time, the entire class is probably familiar with the radio. During the oral reading period, let the pupils practice reading a story or a poem so that they may "broadcast" it over the radio as a bedtime story for other boys and girls.

Let the class discuss the qualifications of a good radio speaker. They will probably mention such things as a loud, clear voice, an interesting way of telling a story, etc. After several children have demonstrated their ideas of a good speaker, let the class choose the best to broadcast the story. An announcer will also have to be selected.

The radio "station" may be behind the desk, in a closet, or anywhere the speakers may be heard but not seen.

Each pupil has an imaginary receiving set and a pair of ear phones.

The "game" may be played as follows:

Class adjusts ear phones and manipulates receiving sets.

Announcer gives station (the class has previously decided upon the name of their station), introduces speaker, and announces the name of the bedtime story.

Speaker broadcasts the story in a clear, distinct voice.

Announcer tells what the speaker has broadcast, and then "signs off" until the next night.

Perhaps the actors may wish to broadcast the story for another class.

READING TO OURSELVES (Silent Study)

"Here is a long page but you know every word on it. Read until you find out what the pig said and did to the Gingerbread Boy."

READING TO OTHERS (Oral Reading)

After the page has been read orally, have the children count the number of people and things the Gingerbread Boy ran away from on this page.

A WORD GAME

"How many words on this page name something which has four feet; two feet; no feet?"

This game may be played with selected word cards. Flash the cards and have the children give the number of feet.

SUPPLEMENTARY BLACKBOARD EXERCISE

The old man said to the pig,

"Pig, run and catch the Gingerbread Boy."

The pig said, .

"I can not catch the Gingerbread Boy."

PHONICS

Teach *d* from *dog*.

Use Phonogram Card 22.

See directions for teaching *p* on page 6 A.

Also see directions for teaching *b* on page 12 A.

Blend and use in an oral sentence:

Dan

TEACHER'S MEMORANDA

The pig said,

“Stop, Gingerbread Boy!”

The Gingerbread Boy said,

“I ran away

from the little old woman,

the little old man,

the little old kettle,

the little old pan.

I ran away

from the cat and the dog,

and I can run away from you.”

So the Gingerbread Boy ran on.

The pig ran after him,

but he could not catch him.



F.R.

The Gingerbread Boy
met a hen.

READING TO OURSELVES (Silent Study)

"I wonder if this is the same hen that we read about in the first story? How can you tell? What time of the year was it when the Gingerbread Boy ran away?"

No new words.

CORRELATED SEAT WORK AND SILENT READING

Recall the word *cut* from The Little Red Hen story.

Write on the board the following directions to be read silently and then carried out:

Cut a cat.

Cut a dog.

Cut a pig.

Cut a hen.

Cut a fox.

Suggest to the pupils that they look at the pictures in the book for any help needed in this cutting.

At another period finish this lesson as directed on page 36 A. Then fasten both sheets together to make a permanent booklet.

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

No new words.

READING TO OTHERS (Oral Reading)

"When you read this page be sure to tell us very clearly the names of everything the Gingerbread Boy ran away from."

Some such suggestion as the preceding is necessary to overcome the tendency to read the pages of an accumulative story too rapidly and thoughtlessly. Perhaps you might ask to have the page read so carefully that you can count the people and things from whom the Gingerbread Boy runs away.

CORRELATED SEAT WORK

Let the pupils cut from black or dark-colored paper all the animals, people, and things mentioned on this page. Let the class choose the best cuttings and have one large silhouette poster made of them all running after the Gingerbread Boy. This poster should be about 36 x 12 inches when finished.

NOTE.—Probably no teacher will have sufficient time to carry out every suggestion made in this Manual for seat work, supplementary blackboard exercises, silent reading, etc. On the other hand, some suggestions may be used time and time again with different material. Sufficient gradation has been made in all these helps to enable the teacher to adapt the work to the individual differences of the pupils.

The hen said,

“Stop, Gingerbread Boy!”

The Gingerbread Boy said,

“I ran away

from the little old woman,

the little old man,

the little old kettle,

the little old pan.

I ran away

from the cat, the dog and the pig,

and I can run away from you.”

So the Gingerbread Boy ran on.

The hen ran after him,

but she could not catch him.

The Gingerbread Boy
met a fox.

The fox said,
“Stop, Gingerbread Boy!”

The Gingerbread Boy said,
“I ran away
from the little old woman,
the little old man,
the little old kettle,
the little old pan.

I ran away
from the cat, the dog, the pig,
and the hen,
and I can run away from you.”

So the Gingerbread Boy ran on.

READING TO OURSELVES (Silent Study)

No new words.

“Read the whole page to yourselves and be able to tell whom the Gingerbread Boy met next.”

READING TO OTHERS (Oral Reading)

(See suggestion under “Reading to Others” on p. 43 A.)

A REMINDER

Are you having the stories retold and dramatized frequently? Story telling and dramatization not only add to the interest of the reading lesson, but are great aids in increasing the pupil's vocabulary, in overcoming incorrect English expressions, and in developing the powers of self-expression.

CORRELATED SEAT WORK

Suggestions for using Seat Work Envelope No. 7.

1. Place in a row the names of all those from whom the Gingerbread Boy ran away.
2. Make a row of all the words you can see pictured on page 33.
3. Build the sentences on page 45.

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"The picture tells you the new word in the second line." Write *caught* on the board. "This story ends as many stories do, 'And that was the end' of whom?" Write and show word cards for *that* and *end*.

NEW WORDS

*caught

*that

end

Use Word Cards 135-137.

Use p. 13 of the Review and Drill Chart.

READING TO OTHERS (Oral Reading)

"Why was it the end of the Gingerbread Boy?"

SUPPLEMENTARY BLACKBOARD EXERCISE

The Gingerbread Boy said,

"You are the fox,

but I can run away from you."

The fox said,

"A little Gingerbread Boy

can not run away

from a fox.

I shall catch you."

And the fox

did catch the Gingerbread Boy.

CORRELATED SEAT WORK

1. "Imagine some of the things which might have happened if the fox had not caught the Gingerbread Boy. Can you make a longer story? Draw some pictures for your story."

2. Have the pupils compare the picture of the Gingerbread Boy on page 45 with that on page 42. Draw attention to the curve of the mouth. Ask which is the happy Gingerbread Boy, and which is the sad one. Then let the pupils draw a happy Gingerbread Boy and a sad one.



The fox ran after him
and caught him.
And that was the end
of the Gingerbread Boy.



HENNY PENNY

Sly Fox lived in the woods.

Henny Penny lived
in a little house.

The house was near the woods.

Sly Fox said,

“Some day I will catch Henny Penny.”

READING TO OURSELVES (Silent Study)

Have the children get as much of the story as possible from the pictures. Look over the pictures of the whole story carefully. Perhaps some of the children will be able to read the names of the characters. If not, write on the board the names of Sly Fox, Henny Penny, and the woodpecker during the discussion of the pictures.

Contrast *day* with *night* in the Wee Wee Woman story, and write both words on the board.

Have the sentences studied, asking such questions as,

"Where did Sly Fox live? Where was Henny Penny's house? You can see by the picture that it was not right *in the woods*, but *near the woods*." Show word group cards.

IMPORTANT REVIEW

lived	was
house	woods
her	some
catch	

NEW WORD GROUP

in the woods
near the woods

Use Word Group Cards 50-51.
Use Word Cards 138-139.

NEW WORDS

Henny Penny
near
Sly
day

As the class progresses and becomes more proficient in word mastery, the word cards include for the most part only those words which are to be mastered in the Primer. However, the Review and Drill Chart and the word list at the end of the book include every word used in the Primer.

READING TO OTHERS (Oral Reading)

"Why did Sly Fox want to catch Henny Penny?"

SUPPLEMENTARY BLACKBOARD EXERCISE

Henny Penny was a little hen.

She lived near Sly Fox.

Sly Fox wanted to catch Henny Penny.

READING TO OURSELVES (Silent Study)

“Can you find Sly Fox? What is he doing?” Teach *wait* and *waited*. “Why did Henny Penny keep out of the woods?”

IMPORTANT REVIEW

if	did
go	but

NEW WORD

waited

READING TO OTHERS (Oral Reading)

“Can you make the word *waited* sound as if Sly Fox *waited* a long time? How did Henny Penny know that Sly Fox would catch her if she went into the woods?”

PHONICS

Teach *s* from *woods*.

Call it the “bee sound” to differentiate it from the *s* in *some*.
Use Phonogram Card 25.

Blend and use in oral sentences:

hens, pigs, boys, candles, runs.

Add *s* to the words in the following list and see how many children can tell whether you have added the “bee-sound” of *s* or the sound of *s* that we have in *some* (the “hissing sound”).

plant, goat, squirrel, sting, cat, eat, bed, thank.

CORRELATED SEAT WORK

“Turn to the picture on page 47. There wasn’t room enough on this page for the tops of the trees. Can you draw a picture of Henny Penny’s woods and put in the tops of the trees? What color will they be?”



Henny Penny said,
“Sly Fox will catch me
if I go into the woods.”

Sly Fox waited and waited,
but Henny Penny did not go
into the woods.



Sly Fox said,
 "I will catch Henny Penny."
So he hid in the grass
 near Henny Penny's house.
Then he waited for Henny Penny.

READING TO OURSELVES (Silent Study)

"Does Henny Penny see Sly Fox now?"

IMPORTANT REVIEW

did

NEW WORD

hid (did)

When teaching the word *hid*, teach it from the familiar word *did*, as follows:

Write *did* on the board twice, thus, *did*
did

Ask the class to tell you what you have written.

Erase *d* in the lower word *did* and ask what the last part of *did* says.

Then prefix *h* to *id* thus, *did*
hid

The class will be able to blend *hid*.

Do not require the class to memorize the phonogram *id*, but leave the two words on the board, *hid* written under *did* (the **unknown** under the **known**).

This is the method of teaching a word by **comparison**, and is an invaluable aid in teaching un-phonetic words, or phonetic words whose phonetic elements have not been taught.

When a new word is to be taught by comparison, the Manual will indicate this by enclosing in parentheses the familiar word with which the new word is to be compared, *viz.*, *hid* (*did*).

READING TO OTHERS (Oral Reading)

"How long do you think Sly Fox will wait?"

PHONICS

Teach *ear* from *near*.

Use Phonogram Card 26.

Blend and use in oral sentences:

dear	near
fear	rear
hear	tear

READING TO OURSELVES (Silent Study)

"What does a hen say? What is Henny Penny saying in this picture? The last two lines tell you. The first word in the last sentence is *what*. Now you will be able to tell us what Henny Penny said."

IMPORTANT REVIEW

came	out
Along	jumped
caught	

NEW WORD GROUPS

jumped out
What shall I do?

Use Word Group Cards 52-53.

Use Word Cards 140-141..

Use p. 14 of the Review and Drill Chart.

NEW WORDS

cried	*What
Cluck	*do (to)

READING TO OTHERS (Oral Reading)

"How did Henny Penny feel when Sly Fox caught her? Can you show us by the way you read the last two sentences?"

THOUGHT QUESTIONS

"Why didn't Henny Penny see Sly Fox? How did Sly Fox carry Henny Penny into the woods?"

SILENT READING

Let the class choose pupils to be Sly Fox and Henny Penny.

Write the following sentences on the blackboard. Have all the pupils read them silently, and have the chosen actors play them.

Sly Fox caught Henny Penny.

Henny Penny cried,

"Cluck! Cluck! I am caught!

Help me! Help me!"

Sly Fox said, "I shall eat you."



Soon Henny Penny came along.
Sly Fox jumped out
and caught her.
Then he ran into the woods.
Henny Penny cried,
“Cluck, cluck! Cluck, cluck!
What shall I do?”



A woodpecker
heard Henny Penny cry.
He flew down on Sly Fox's back.
Then he pecked Sly Fox's back.
But Sly Fox
would not let Henny Penny go.

READING TO OURSELVES (Silent Study)

"What is the name of the bird in this picture? Can you find its name in the book?"

Question for each sentence and when a new word is mentioned write it on the board, and show the card.

Develop *let* from *met*.

IMPORTANT REVIEW

heard	down
flew	would

NEW WORDS

woodpecker	pecked
*back	*let (met)

Use Word Cards 142-143.

READING TO OTHERS (Oral Reading)

"Read so clearly that you make us see the woodpecker fly down on Sly Fox's back."

THOUGHT QUESTION

"Why was it hard for the woodpecker to hurt Sly Fox's back?"

SUPPLEMENTARY BLACKBOARD EXERCISE

The Woodpecker said,
"I will drive away Sly Fox."
So he pecked Sly Fox's back.
But Sly Fox ran on.
He would not
let Henny Penny go.

CORRELATED SEAT WORK

Explain to the children the meaning of the word *characters*. Then ask, "Who are the three characters in this story?"

Then have these three characters modeled in clay or plasticine, cut, or drawn with crayons.

A REMINDER

Are you keeping your word drills, phonic drills, etc., subordinate to getting the thought from the material read? All these various devices are essential, but are merely means to an end, not an end in themselves.

READING TO OURSELVES (Silent Study)

"What is the woodpecker doing now?" Write *head* on the board.

IMPORTANT REVIEW

help me

NEW WORD

head
Use Word Card 144.

READING TO OTHERS (Oral Reading)

THOUGHT QUESTIONS

"I wonder what Henny Penny is thinking all this time.
What does Sly Fox think about the woodpecker?"

CORRELATED SEAT WORK AND SILENT READING

Teach the word *tree* from the picture.

Write on the board the following directions to be read silently and then followed:

Draw a tree.

Draw some grass near the tree.

Draw Sly Fox under the tree.

Draw the woodpecker up in the tree.

After this has been done, have the sentences read orally and let the pupils in the advanced groups rate their own papers, 1 for each direction carried out correctly. You will have to rate the papers of the other groups. Those who get 4 right have the best papers. Keep a permanent record of these scores, to be used as a basis for giving additional comprehension exercises to those who have low scores.



Henny Penny cried,
 “Cluck, cluck! Cluck, cluck!
 Help me! Help me!”
Then the woodpecker
 pecked Sly Fox’s head.
But Sly Fox
 would not let Henny Penny go.



Then the woodpecker
pecked Sly Fox's nose.

This made him angry.

He opened his mouth
to catch the woodpecker,
and Henny Penny flew away.

Sly Fox did not eat Henny Penny
that day.

READING TO OURSELVES (Silent Study)

"What is the woodpecker doing now?" Write *nose*. "How does this make Sly Fox feel?" Write *This* and *angry* on the board. "What did Sly Fox do?" Write *opened his mouth*. Show cards. "What does the last sentence tell you about Sly Fox's dinner?"

IMPORTANT REVIEW

made	away
flew	that

NEW WORDS

nose	opened
This	*his (is)
angry	mouth

Use Word Cards 145-148.

NEW WORD GROUP

opened his mouth
Use Word Group Card 54.

READING TO OTHERS (Oral Reading)

Finish the story.

Dramatize and reread the entire story.

THOUGHT QUESTIONS

"Where is Henny Penny going? What do you think she is saying now? Why was it hard for the woodpecker to hurt Sly Fox's head? Why was Sly Fox angry when the woodpecker pecked his nose? How did Henny Penny get away? Whose bill would hurt Sly Fox more, a robin's or a woodpecker's? For what does the woodpecker use his bill? Who was more clever, the fox or the woodpecker?"

PHONICS

Teach *ay* from *day*.

Use Phonogram Card 28.

Blend and use in oral sentences: day, gay, hay, lay, pay, clay, say, way.

READING TO OURSELVES (Silent Study)

"What is the man running after in the picture? Yes, it looks like a rabbit, but it is much larger. We call it a *hare*. How many know this rhyme? Who will recite it?" Child recites. "How did you say you caught the hare? *Alive*? Who can find the word *alive* on the page?"

IMPORTANT REVIEW

caught

again

NEW WORDS

hare

alive

See directions for teaching nursery rhymes on page 31 A.

Use p. 15 of the Review and Drill Chart.

READING TO OTHERS (Oral Reading)

Perhaps the class would like to read this rhyme in concert.

PHONICS

Prefix, one by one, the Phonogram Cards, *p, m, w, l, g, s, h, d*, to the Phonogram Card *ay*.

CORRELATED SEAT WORK

Suggestions for using Seat Work Envelope No. 8.

1. Put back in the envelope all the words that you know. Look in your book and try to find out those you don't know. How many can get all their words back in the envelope?

2. Make a row of all the words beginning with *w*; other rows of those beginning with *s, h, c*. (These consonants should be written on the board as the directions are being given.)

3. Sly Fox said,

"I will eat Henny Penny."

But the woodpecker pecked Sly Fox.

Then Henny Penny flew away.

Build these sentences or make up some sentences of your own about this story.



1, 2, 3, 4, 5,
I caught a hare alive.
6, 7, 8, 9, 10,
I let her go again.



THE OLD WOMAN AND HER PIG

An Old Woman found a sixpence.
She said,

“What shall I do
with this sixpence?
I will buy a pig.”

So she bought a pig.

READING TO OURSELVES (Silent Study)

Let the children enjoy all the pictures before beginning to read the story. Many of them will already know the story. Have the page studied silently sentence by sentence before the oral reading, asking questions similar to the following during this study:

"What did the Old Woman find?" etc.

Explain *sixpence*. You will probably have to tell the word *with*, but the children will readily get *buy* and *bought*.

IMPORTANT REVIEW

found	this
pig	what
shall	

NEW WORD GROUP

with this sixpence

Use Word Group Card 55.

NEW WORDS

sixpence	with
buy	bought

Use Word Card 149.

READING TO OTHERS (Oral Reading)

"How did the Old Woman feel when she found the sixpence? Can you make her voice sound happy?"

SUPPLEMENTARY BLACKBOARD EXERCISE

An old woman wanted a pig.

She said,

"Shall I buy a pig?

Shall I buy a pig

with my sixpence?"

PHONICS

Use p. 16 of the Review and Drill Chart.

After the class is familiar with page 16 of the Review Chart, additional drill may be given by selecting families and making extended lists on the blackboard of words in these families.

READING TO OURSELVES (Silent Study)

Explain *stile*.

“What is the Old Woman saying? How does the pig feel?”

IMPORTANT REVIEW

home came

NEW WORDS

way (P) *jump (jumped)
stile *over

Use Word Cards 150-151.

NEW WORD GROUP

jump over the stile .

Use Word Group Card 56.

READING TO OTHERS (Oral Reading)

Here is a good opportunity to discuss whether the Old Woman ordered the pig to jump over the stile, or whether she begged him to. Have it read both ways.

SUPPLEMENTARY BLACKBOARD EXERCISE

To be read silently and acted.

The pig came to a stile.

The Old Woman said,

“Will you jump over the stile?”

But the pig would not

jump over the stile.



On the way home
they came to a stile.
The Old Woman said,
“Pig, pig, jump over the stile.”
The pig said,
“I will not jump over the stile.”



The Old Woman went on
till she met a dog.

She said,

“Dog, dog, bite pig!

Pig will not jump over the stile,
and I shall not get home to-night.”

The dog said,

“No, I will not bite pig.”

READING TO OURSELVES (Silent Study)

Let the pupils get *till* and *get* for themselves. Question for *bite*, as, "Read the page and see what the Old Woman wants the dog to do to the pig."

NEW WORD GROUP

went on

Use Word Group Card 5

NEW WORDS

till (P)

*get (met)

bite

Use Word Card 152.

READING TO OTHERS (Oral Reading)

THOUGHT QUESTION

"In what other story in this book have we read about a dog?"

SUPPLEMENTARY BLACKBOARD EXERCISE

The Old Woman met a dog.

She said,

"Dog, what shall I do?

I want to go home,

but my pig will not

jump over the stile."

Note.—During the reading of an accumulative story which many children have heard before they come to school, give many supplementary exercises, both silent and oral. This will overcome the tendency to read the story by rote. Word cards, word group cards, and the chart should all be used in a story of this type to stimulate actual word recognition rather than rote reading. (See p. 8 B.)

PHONICS

Teach *j* from *jump*.

Use Phonogram Card 29.

Blend and use in oral sentences:

jay

Jill

READING TO OURSELVES (Silent Study)

The pupils will be able to get the new words by themselves.

NEW WORDS

stick (chick) beat (P)

Use Word Card 153.]

READING TO OTHERS (Oral Reading)

"Look in the picture and see how the Old Woman keeps the pig from running away."

PHONICS

Review.

When reviewing phonetic families, frequently blend lists of unrelated words, *viz.*:

hut	fan	nut
fear	hot	win
seat	rat	gold
hay	say	tin
chin	told	hear

A REMINDER

Do you introduce sufficient variety into your word group, phonic, and word drills? Have you used all the games beginning on page 112? Have you originated any games of your own? Perhaps your pupils can make up games.

During the word drills aim to have all the pupils master the words marked by an asterisk. These are the most important words to be learned, words which will occur again and again in the Winston Readers and in supplementary reading. The stronger pupils will undoubtedly master most of the words in the Primer without any difficulty.



The Old Woman went on
till she met a stick.

She said,

“Stick, stick, beat dog!

Dog will not bite pig.

Pig will not jump over the stile,
and I shall not get home to-night.”

The stick said,

“No, I will not beat dog.”



The Old Woman went on
till she met a fire.

She said,

“Fire, fire, burn stick!
Stick will not beat dog.
Dog will not bite pig.
Pig will not jump over the stile,
and I shall not get home to-night.”

The fire said,

“No, I will not burn stick.”

READING TO OURSELVES (Silent Study)

"What is this a picture of? Have you ever seen faces in a fire? What does a fire do?"

NEW WORDS

fire burn

READING TO OTHERS (Oral Reading)

Work for clearness and expression in this oral reading. In an accumulative story there is a temptation to read too rapidly.

SUPPLEMENTARY BLACKBOARD EXERCISE

The Old Woman said,
"Fire, what shall I do?
The stick will not help me.
The dog will not help me.
I want to get home to-night.
Will you help me?"

PHONICS

Teach *et* from *met*.

Use Phonogram Card 30.

Blend and use in oral sentences:

bet	net
get	pet
jet	set
let	wet
met	yet

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"There is only one new word on this page. Read until you find it. It is an easy word, isn't it, because you can see a picture of it. Finish the page and find out what each one says."

IMPORTANT REVIEW

put

out

NEW WORD

*water

Use Word Card 154.

Use p. 17 of the Review and Drill Chart.

SUPPLEMENTARY BLACKBOARD EXERCISE

The water did not put out fire.

The fire did not burn stick.

The stick did not beat dog.

The dog did not bite pig.

The pig did not jump over the stile.

PHONICS

Teach *sh* from *she*.

Use Phonogram Card 31.

Blend and use in oral sentences:

shot

shin

shears

CORRELATED SEAT WORK

Let the pupils start to make a coöperative poster of this story. Have the various characters in the story cut from black paper, or drawn and colored. Add the characters to the poster as they appear in the story.



The Old Woman went on
till she met some water.

She said,

“Water, water, put out fire!

Fire will not burn stick.

Stick will not beat dog.

Dog will not bite pig.

Pig will not jump over the stile,
and I shall not get home to-night.”

The water said,

“No, I will not put out fire.”



The Old Woman went on
till she met an ox.

READING TO OURSELVES (Silent Study)

NEW WORD

ox / (fox)

READING TO OTHERS (Oral Reading)

“Was the ox walking or just standing when the Old Woman met him? What are the stacks in the picture? Do you know a rhyme about a *haystack*?”

PHONICS

Prefix the Phonogram Card *sh* to the Phonogram Card *ot*, *in*, and *ear*.

A REMINDER

Are you giving your pupils periods for free seat work, letting each child select the materials with which he needs to work out his project? Then, are you showing an interest in these little projects after they are completed?

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"What did the Old Woman want the ox to do to the water?"
Write *drink* on the board and show the word card.

NEW WORD

drink

Use Word Card 155.

READING TO OTHERS (Oral Reading)

QUESTIONS ABOUT THE PICTURE

"Why are the Old Woman and the pig running away from the ox? Why is the ox angry? How does the ox feel in the picture on page 60?"

SUPPLEMENTARY BLACKBOARD EXERCISE

Frequently give sentences using the blend words, as follows:

The hen called her *chicks*.

The *chicks* *pick* up wheat.

Dick is *sick*.

PHONICS

Teach *ick* from *stick*.

Use Phonogram Card 32.

Blend and use in oral sentences:

chick	pick
Dick	sick
kick	tick
lick	wick

TEACHER'S MEMORANDA



She said,

“Ox, ox, drink water!

Water will not put out fire.

Fire will not burn stick.

Stick will not beat dog.

Dog will not bite pig.

Pig will not jump over the stile,
and I shall not get home to-night.”

The ox said,

“No, I will not drink water.”



FR

The Old Woman went on
till she met a butcher.

READING TO OURSELVES (Silent Study)

"What do we call the man who sells us meat? What has this butcher in his basket? Where is he taking the meat? Is this the way meat is delivered to your house?"

NEW WORD

butcher

PHONICS

Prefix, one by one, the Phonogram Cards *ch*, *D*, *k*, *l*, *n*, *p*, *s*, *t*, *w*, to the Phonogram Card *ick*.

A REMINDER

Are you taking a few minutes every day to look over and check up the work done between recitations? It is better to take a few minutes from the recitation period than to allow the children to feel that this seat work is not important or interesting to you. Children soon acquire very careless habits during these periods unless they feel that they are doing something worth while.

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"Perhaps the butcher said more to the Old Woman than the book tells. Can you think of something else he might have said?"

NEW WORD

kill (P)

PHONICS

Teach *bl* (sound *b* then *l*, then blend the two sounds).

In the same way, teach *cl*, *fl*, *gl*, *pl*, *sl*.

Use Phonogram Cards 33-38.

Blend:

blot	flat
clear	plan
clay	play

The blended consonants, *cl*, *fl*, *gl*, *pl*, etc., are taught after the single consonants are thoroughly taught. It is not necessary to teach blended consonants from key words, because by the time the blended consonants are to be taught the children are thoroughly familiar with the single consonants as abstract sounds, and can blend two familiar single consonants together without difficulty.

Children should have no difficulty in blending for one lesson such a list as *bl*, *cl*, *gl*, *fl*, *pl*, *sl*, etc. Then when the blended form is familiar, words can be built that make use of these blended consonants. Better results have been gained by this method than by teaching these blended consonants, as new sounds from key words, *viz.*, *dr* from *drink*. The children should be expected to use the abstract phonetic power they have gained.



She said,

“Butcher, butcher, kill ox!

Ox will not drink water.

Water will not put out fire.

Fire will not burn stick.

Stick will not beat dog.

Dog will not bite pig.

Pig will not jump over the stile,
and I shall not get home to-night.”

The butcher said,

“No, I will not kill ox.”



The Old Woman went on
till she met a rope.

READING TO OURSELVES (Silent Study)

"The new word on this page is easy because you can see a picture of it."

NEW WORD

rope

PHONICS

Prefix the Phonogram Card *bl* to Phonogram Card *ot*.

Prefix the Phonogram Card *cl* to Phonogram Cards *ear*,
ay.

Prefix the Phonogram Card *pl* to Phonogram Cards *an*, *ay*.

CORRELATED SEAT WORK

Suggestions for using Seat Work Envelope No. 9.

"Draw two large baskets like the Old Woman's basket. In one basket place all the words you know; in the other all the words you do not know. Which basket will have more in it? Perhaps you can learn some of the words you don't know by looking at the pictures, or by reading over some of the pages of the story."

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"What did the Old Woman want the rope to do?" Write *hang* on the board.

NEW WORD

hang

READING TO OTHERS (Oral Reading)

Work to get the distinct articulation of the final letter of the last word in each line. This will overcome the tendency to run one line over into the next.

SUPPLEMENTARY BLACKBOARD EXERCISE

The Old Woman
wanted the rope to hang the butcher.
But the rope said,
"It would not be right
to hang the butcher."

PHONICS

Teach *ight* from *night*.

Use Phonogram Card 39.

Blend and use in oral sentences:

fight	right
light	sight
might	tight
night	

A WORD GAME

The children will enjoy a game similar to the following: Select a word and say, "I am thinking of a word on this page which begins with *b* and ends with *r*. What is the word? Another word begins with *b* but ends with *n*."

The children will soon learn to select words for each other to guess.

She said,

“Rope, rope, hang butcher!

Butcher will not kill ox.

Ox will not drink water.

Water will not put out fire.

Fire will not burn stick.

Stick will not beat dog.

Dog will not bite pig.

Pig will not jump over the stile,

and I shall not get home to-night.”

The rope said,

“No, I will not hang butcher.”

The Old Woman went on
till she met a rat.

She said, "Rat, rat, gnaw rope!

Rope will not hang butcher.

Butcher will not kill ox.

Ox will not drink water.

Water will not put out fire.

Fire will not burn stick.

Stick will not beat dog.

Dog will not bite pig.

Pig will not jump over the stile,
and I shall not get home to-night."

The rat said, "Get me some cheese.

Then I will gnaw the rope."

READING TO OURSELVES (Silent Study)

"Read this page until you come to the last two lines. There is a new word on the next to the last line which tells what rats and mice like to eat." Write *cheese* and show the card. "Now, who can tell what the rat said to the Old Woman?"

NEW WORDS

rat (P) gnaw
cheese

Use Word Card 156.

PHONICS

Review *hen*.

The key words for teaching consonants and families are review words taken from the pages after which these sounds are to be taught. However, *hen* is an exception. *Hen* does not appear on page 66, but is an easy key word for teaching the family *en*. Therefore, review *hen* thoroughly before attempting to use it as a key word.

Teach *en* from *hen*.

Use Phonogram Card 40.

Blend and use in oral sentences:

Ben	pen
den	men
hen	ten

A REMINDER

Are your blackboards covered with long lists of phonics and abstract word lists, **or with sentences, silent reading exercises, directions for seat work, announcements, etc.?** In other words, are you emphasizing the thought side of reading, and keeping the mechanical side subordinate?

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"How did the rat get the cheese?" Write *gave* on the board.
"Then what did the rat begin to do?"

IMPORTANT REVIEW

got

began

NEW WORD

*gave

Use Word Card 157.

NEW WORD GROUP

began to

Use Word Group Card 58.

READING TO OTHERS (Oral Reading)

"Be sure to read clearly and carefully so that I can see a picture in my mind every time you read a line."

CORRELATED SEAT WORK

Additional suggestions for using Seat Work Envelope No. 9.

1. Draw the pig, stile, dog, fire, ox, butcher, rope, rat.

Label them with the word cards.

2. Build the following word groups:

some water; jump over; put out fire; get home to-night;
went on; began to burn

Have the pupils practice reading these silently by placing their book markers under them. After they have practiced reading these groups silently, the teacher should select one or two children to read the list orally.

3. Write on the board the following list of words:

dog—bite pig

ox—

stick—

butcher—

fire—

rope—

water—

rat—

Have the pupils fill in what the Old Woman told each one to do, for instance, *dog—bite pig*. Explain with the first one.

This exercise may be used as an informal comprehension test.



The Old Woman got some cheese.
She gave it to the rat.
Then the rat began to gnaw the rope.
The rope began to hang the butcher.
The butcher began to kill the ox.
The ox began to drink the water.
The water began to put out the fire.
The fire began to burn the stick.
The stick began to beat the dog.
The dog began to bite the pig.



The pig jumped over the stile,
and the Old Woman
got home that night.

READING TO OURSELVES (Silent Study)

"What happened when the dog began to bite the pig?"

No new words.

READING TO OTHERS (Oral Reading)

"How many helped to make the pig jump over the stile?
On what page in your books does it tell us? Turn back and read
this page to us so carefully that we can count the people as you
read.

"Look in the picture and see how the Old Woman feels now."

SUPPLEMENTARY BLACKBOARD EXERCISE

To be read silently and acted.

The pig said,

"Oh! the dog will bite me.

I shall jump over the stile."

So the pig

jumped over the stile.

PHONICS

Teach *th* from *that*.

When sounding *th*, place the tongue between the teeth, and
force the voice through.

Use Phonogram Card 41.

Blend and use in oral sentences:

that

than

then

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"What is there queer about this picture?" Children will give the word *crooked*. Tell *which*. Children will get *together* from *to* and the context.

Ask the following questions and have different children come up and whisper the answers:

"How far did the crooked man go? What did he find? What did he buy with the sixpence? What did the cat do? (The book calls the cat *which*.) Then what did they all do?"

IMPORTANT REVIEW

upon lived
bought sixpence
caught

NEW WORDS:

crooked mouse (house)
mile (stile) all
Which together

Use Word Cards 158-160.

Use p. 18 of the Review and Drill Chart.

READING TO OTHERS (Oral Reading)

"Be sure to tell us very clearly what was the matter with the man and the mile, etc. How many crooked things does the rhyme tell us about? Count them. How many lived all together in the little crooked house? Can you find them all in the picture? In what other story did we read about a sixpence and a stile?"

PHONICS

Review *all*.

Use Phonogram Card 42.

Blend and use in oral sentences:

ball	hall
call	tall
fall	wall

CORRELATED SEAT WORK

Can you draw another picture for this rhyme, pretending that everything was *straight* instead of *crooked*?



There was a crooked man,
And he went a crooked mile.
He found a crooked sixpence
Upon a crooked stile.
He bought a crooked cat,
Which caught a crooked mouse.
And they all lived together
In a little crooked house.



LAMBIKIN

Once upon a time
Lambikin went to see his Grannikin.
Grannikin lived over the hill.

On the way
Lambikin met a fox.

READING TO OURSELVES (Silent Study)

Let the pupils look over the pictures and get as much of the story as they can, but do not tell so much of the story that there will be no motive for the reading.

"This story begins like so many other stories, 'Once upon a time.' Where did Lambikin go? Where did Grannikin live? What happened?"

IMPORTANT REVIEW

once lived
went

NEW WORDS

upon (up-on)
Lambikin
Grannikin
*see (wee)
time

Use Word Card 161.

NEW WORD GROUP

Once upon a time
Use Word Group Card 59.

READING TO OTHERS (Oral Reading)

"Be sure to make us hear the difference between Lambikin and Grannikin's names."

SUPPLEMENTARY BLACKBOARD EXERCISE

Lambikin said,
"Some day I shall go
to see my Grannikin.
But she lives over the hill.
A fox lives over the hill, too."

PHONICS

Use p. 19 of the Review and Drill Chart.

See suggestion for page 16 of the Review and Drill Chart on page 54 A.

READING TO OURSELVES (Silent Study)

"What did the fox say to Lambikin? How would you feel if a fox said this to you? That's just the way Lambikin felt—*afraid*." Write *afraid*.

Let the children learn the little rhyme by rote.

IMPORTANT REVIEW

eat

him

NEW WORDS

afraid

fatter

voice

grow

goes (go)

may (P)

*Where

Use Word Cards 162-164.

READING TO OTHERS (Oral Reading)

"Can you show us how the fox spoke to Lambikin? Can you make your voice sound just like Lambikin's? Why was Lambikin's voice *wee*?"

SUPPLEMENTARY BLACKBOARD EXERCISE

To be read silently and acted. Let the entire group read the sentences silently, then let them choose a fox and Lambikin and have the incident played.

The fox said,

"Lambikin, are you
on the way to Grannikin's?"

Lambikin said,

"Yes, I want to see Grannikin.

She will get me some grass.

Then I shall soon grow fat."

Note.—If an entire story cannot be dramatized, dramatize parts of it. For instance, this story as a whole doesn't lend itself to dramatization, but pages 71-77 can easily be dramatized.



The fox said,
“Lambikin, I will eat you.”

Lambikin was afraid.
He said in a wee voice,
“Lambikin goes to Grannikin
Where fatter he will grow,
Then you may eat him so.”

The fox said,

“Go on, then.

I do not want to eat
a wee Lambikin.

Come back when you are fatter.”

So Lambikin ran on.



READING TO OURSELVES (Silent Study)

"What did the fox tell Lambikin to do? Why did he want Lambikin to go on? When did he want him to come back?" Write *when* on the board. Teach *come* from *some*.

IMPORTANT REVIEW

do	back
want	are

NEW WORDS

Come (some)
*when

Use Word Cards 165-166.

READING TO OTHERS (Oral Reading)

"Can you talk to Lambikin just the way the fox did? I wonder how the fox said, 'Go on, then.' Can you show us?"

QUESTIONS ABOUT THE PICTURE

"Can you tell from the picture whether Lambikin was glad to get away from the fox? How? What is the fox doing in this picture?"

SUPPLEMENTARY BLACKBOARD EXERCISE

The fox said,
"You are a little Lambikin.
I like fat Lambikins.
So, go on!
Come back
when you are fatter."
So Lambikin ran away.

SILENT READING

About this stage in the reading, the pupils should begin to feel that speed is desirable in silent reading. Although accuracy and comprehension are the most important phases of silent reading to be emphasized in this grade, nevertheless, it must be remembered that increased rate usually results in increased comprehension—the rapid reader is usually the intelligent reader.

READING TO OURSELVES (Silent Study)

There are no new words on this page, therefore the pupils will have no difficulty in reading the whole page silently. After you have given them the opportunity to read the page silently, ask questions similar to the following:

“Whom did Lambikin meet next? What did the dog say? How did this make Lambikin feel? What did Lambikin say?”

If you find that the pupils have grasped the thought it is not necessary to have the page read orally unless a pupil wishes to read a part of the page to answer one of your questions.

PHONICS

Teach *v* from *voice*.

Use Phonogram Card 43.

Blend *van*.

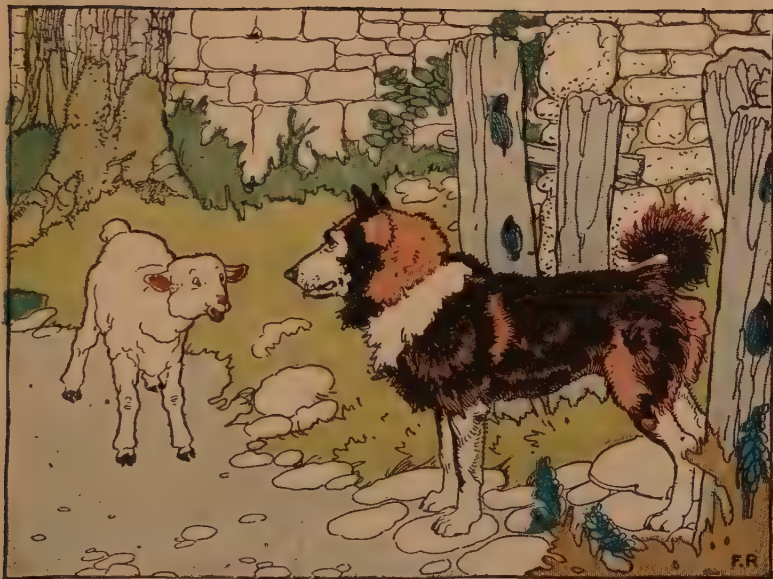
SILENT READING SPEED TESTS

The most valuable devices for increasing speed in this grade are: the short exposure flash card exercises using word groups and simple sentences, and reading quantities of simple material. However, short speed tests may occasionally be given. For these tests select new material which has few new words.

Have the selection to be read covered up until you give the signal, “Ready.” Have the pupils mark the place where they were reading when you gave the signal to stop. From this count the words read and compute the rate of words read per minute.

It is impossible to establish a standard rate of speed for these tests because the rate depends largely upon the material read. But a rate of from 50 to 60 words a minute is a good standard for the advanced group at this time of the year when reading simple story material. Those whose scores fall below 40 should be given help by reading quantities of very simple material.

From now on, encourage the pupils to do all their silent study and silent reading as rapidly as possible; but at no time allow comprehension or accuracy to be sacrificed to speed.



Lambikin met a dog.

The dog said,

“Lambikin, I will eat you.”

Lambikin was afraid.

He said in a wee voice,

“Lambikin goes to Grannikin

Where fatter he will grow,

Then you may eat him so.”

The dog said,

“Go on, then.

I do not want to eat
a wee Lambikin.

Come back when you are fatter.”

So Lambikin ran on.



READING TO OURSELVES (Silent Study)

There are no new words on this page, so have the entire page read silently, and then ask questions similar to the following:

"Did the dog eat Lambikin? Why not? What did Lambikin do?"

It will not be necessary to have the page read orally.

SUPPLEMENTARY BLACKBOARD EXERCISE

My hat is black.

Will you come back?

Jack and Jill

went up the hill.

PHONICS

Teach *ack* from *back*.

Use Phonogram Card 44.

Blend and use in oral sentences:

pack, back, tack, Jack, black.

A REMINDER

Are you watching the pupils' lips for evidences of lip reading, and vocalization during silent study? Are you discouraging the habit of pointing to words? These habits retard speed in reading, and if formed during this year are a serious handicap to intelligent reading. Short exposure drills with word group and sentence cards will help to overcome these undesirable habits. Sometimes a conscious effort on the part of the pupils will be helpful. The use of cardboard markers as suggested on page 10 A helps to overcome the habit of pointing to individual words.

READING TO OURSELVES (Silent Study)

Question for each sentence in the first paragraph. Teach *saw* from *gnaw*, and *give* from *live*.

"Who was Grannikin? What did Lambikin do with the grass?" Write *ate*. "What does the last sentence tell us about Lambikin?"

IMPORTANT REVIEW

grass	was
some	

NEW WORDS

*saw (gnaw)	fat (P)
*give (live)	ate

Use Word Cards 167-169.

Lead the children to see that *was* begins with the sound *w* and *saw* with the sound *s*. This will overcome a common tendency to confuse these two words.

READING TO OTHERS (Oral Reading)

"Do you think that Lambikin wanted some grass very much? Why? Can you read the second and third sentences so that they will sound as if Lambikin wanted some grass very much?"

SUPPLEMENTARY BLACKBOARD EXERCISE

(To drill on *was* and *saw*.)

The dog saw Lambikin.

Lambikin was afraid.

Grannikin was on the hill.

Lambikin saw some grass.

The grass was on the hill.

PHONICS

Prefix, one by one, Phonogram Cards *p*, *b*, *t*, *J*, *bl*, to Phonogram Card *ack*.

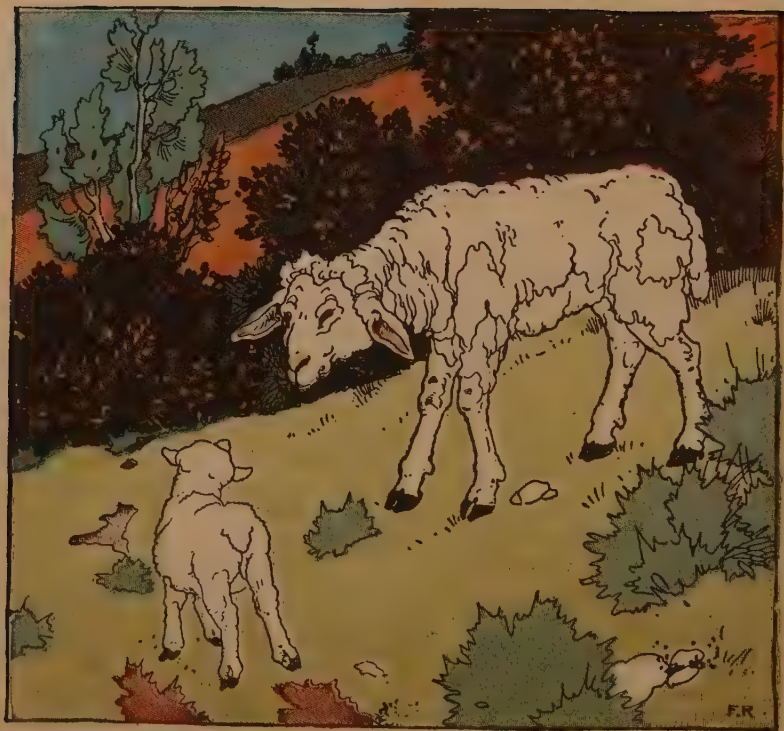


Soon Lambikin saw Grannikin
on the hill.

“Oh, Grannikin,” said Lambikin,
“give me some grass.
I want to grow fat.”

Lambikin ate and ate.

Then he was a fat Lambikin.



Lambikin said,
“Grannikin, what shall I do?
The fox and the dog
are waiting for me.
They will eat
a fat Lambikin.”

READING TO OURSELVES (Silent Study)

"What do you think the fox and the dog were doing all this time?" Write *waiting*. "Read the second sentence. Can you find *waiting*?" etc.

IMPORTANT REVIEW

shall

what

NEW WORD

waiting

Use p. 20 of the Review and Drill Chart.

READING TO OTHERS (Oral Reading)

"How did Lambikin feel when she was talking to Grannikin? Can you make Lambikin's sound afraid?"

A REMINDER

Are your pupils enjoying the pictures, using them to get the thought of the stories, learning new words from them, and making use of them in dramatization, etc.? If there are children of foreign parents in the class the pictures are an invaluable aid in teaching them the thought side of reading.

SUPPLEMENTARY BLACKBOARD EXERCISE

Lambikin said,
"Oh, Grannikin,
I am afraid!
I am afraid
of the fox and the dog!"
"Do not cry, Lambikin,"
said Grannikin.
"I can help you."

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

The pupils can get *here* from *he* and *r*; *drum* and *roll* from the picture.

IMPORTANT REVIEW

get	along
got	home

NEW WORDS

*Here	roll
drum	rolled

Use Word Card 170.

READING TO OTHERS (Oral Reading)

"How many characters are there in this story? Can you find their pictures and names? (Word *character* taught on p. 50 A.) What kind of a voice do you think each one had? Can you read the sentences so that we can tell which one is talking?"

THOUGHT QUESTION

"Look at the picture and see if you can tell two reasons why the drum rolled."

Grannikin said,
“Do not be afraid, Lambikin.
Here is a drum.
Get in the drum and roll home.”
So Lambikin got in the drum
and rolled along.





Soon the drum met a dog.
The dog said, "Drummikin,
have you seen Lambikin?"

Lambikin called out in a big voice,
"Gone to see Grannikin
Where fatter he will grow,
Then you may eat him so."

And the drum rolled along.

READING TO OURSELVES (Silent Study)

“Whom/did the drum meet first? The dog was looking for Lambikin, so what would be the first thing he would ask the drum?” Write *have you seen*. “What funny name did the dog call the drum?”

NEW WORDS

*have

seen (see-n)

*big (pig)

Use Word Cards 171-173.

READING TO OTHERS (Oral Reading)

“The fourth line tells you how Lambikin’s voice sounded when he called out to the dog. Can you make your voice big just like Lambikin’s? Do you know why Lambikin made his voice sound big?”

CORRELATED SEAT WORK

Directions to be written on the board, read silently, and followed:

Draw a hill.

Draw some trees on the hill.

Draw some grass near the trees.

Draw a drum rolling down the hill.

Draw Lambikin in the drum.

At another period have the drawings handed back to the most advanced pupils. Let them read the directions orally and rate themselves. Papers which rate five are perfect, etc. Compare the per cent secured here with previous informal comprehension tests. (See pp. 51 and 67).

TEACHER’S MEMORANDA

READING TO OURSELVES (Silent Study)

There are no new words on this page, therefore it may be studied silently, and if the pupils can answer the following questions it will be unnecessary to have the page read orally.

"Whom did the drum meet next? What did the fox ask the drum? What did the fox call the drum? How did Drummikin answer? What does the last sentence tell us that the drum did?"

PHONICS

Use Phonogram Cards 45-50.

Blend:

br—brick—bright

dr—drill

fr—frill—fright

gr—grin—gray

pr—pray—prick

tr—trot—treat—tray—trick—track

A REMINDER

Are you giving all phonic and word drills in a separate period from the reading? The application of phonics is always permissible during the reading, but never a phonic or a word drill. Word drills should be given in a period before the lesson in which the words are to be used. Many words may be developed from the context while the pupils are reading silently.



The drum met the fox.
The fox said, "Drummikin,
have you seen Lambikin?"
Lambikin called out in a big voice,
"Gone to see Grannikin
Where fatter he will grow,
Then you may eat him so."
And the drum rolled on.



The fox said,
“That is Lambikin’s voice.
He is in that drum.”

The fox ran after the drum.
But he caught his tail
in a trap.

Then Lambikin rolled home.

READING TO OURSELVES (Silent Study)

"What made the fox think Lambikin was in the drum? What did the fox try to do?" Pupils will be able to blend *tail*, then ask, "How did the fox get caught? Then what did Lambikin do?"

IMPORTANT REVIEW

That	caught
after	But

NEW WORDS

*tail (P)

trap

Use Word Card 174.

READING TO OTHERS (Oral Reading)

THOUGHT QUESTIONS

"What is a trap? Why didn't the fox see the trap? What might have happened if he had seen it?"

SUPPLEMENTARY READING

The stories on pages 51 and 66 of the WINSTON COMPANION PRIMER will make interesting supplementary reading.

CORRELATED SEAT WORK

Directions for using Seat Work Envelope No. 10.

1. Build a row of all words beginning with *t*.

Build a row of all words ending with *s*.

2. Write the following word groups on the board:

over the hill

roll along

in a wee voice

rolled home

grow fatter

waiting for me

Let the pupils build these word groups and practice reading them silently. Take time to test a few pupils for speed.

3. Write the following sentences on the board. The pupils are to fill in the blanks with the right word card.

Lambikin got in the ——. The drum —— down the hill. The fox —— after the drum. But he caught his —— in a trap.

READING TO OURSELVES (Silent Study)

"What is another name for a cat? Where had this Pussy Cat been? Why did Pussy Cat go to London?" Write *to visit the queen* on the board.

IMPORTANT REVIEW

did under
mouse
chair

NEW WORDS

Pussy visit
been queen
London frightened (P)

Use p. 21 of the Review and Drill Chart.

When teaching *frightened*, blend *fr-ight-en* quickly, then cover the *e* in *ed*, and say that that letter "says nothing." The class will have no difficulty in adding the *d* sound to *frighten*. This lesson prepares the class for silent letters, which are emphasized in the Manual for the First Reader of this series.

READING TO OTHERS (Oral Reading)

"Who is talking in the first sentence? Who answers in the next sentence? Before you read the third and fourth sentences aloud, notice which one is speaking so that you can make-us understand."

"Do you know other rhymes about cats?" Suggest the first lines of "I Love Little Pussy," and "Hi Diddle Diddle," etc.

CORRELATED SEAT WORK AND SILENT READING

The following directions are to be written on the board and read silently:

Draw the queen. Draw a chair near the queen. Draw the mouse under the chair. Draw the cat running after the mouse.

(May be used as an informal comprehension test.)

PHONICS

Prefix Phonogram Card *br* to Phonogram Cards *ick, ight*.

Prefix Phonogram Card *fr* to Phonogram Cards *et, ight*.

Prefix Phonogram Card *gr* to Phonogram Cards *in, ay*.

Prefix Phonogram Card *pr* to Phonogram Cards *ay, ick*.

Prefix Phonogram Card *tr* to Phonogram Cards *ot, eat, ay, ick, ack*.



“Pussy Cat, Pussy Cat,
where have you been?”

“I have been to London
to visit the queen.”

“Pussy Cat, Pussy Cat,
what did you there?”

“I frightened a little mouse
under her chair.”



F.R.

SQUEAKY'S TAIL

Squeaky was a wee little mouse.

She lived in a barn.

Pussy lived in the same barn.

Pussy said,

“Squeaky would make me
a fine dinner.”

READING TO OURSELVES (Silent Study)

"This is the story of a little mouse who used to say, 'Squeak! Squeak! Squeak!' So they called her 'Squeaky'. What is the name of the story? Look over all the pictures and see if you can see why this story is called, 'Squeaky's Tail'.

"See if you can find out where Squeaky lived. Who else lived in the same barn? What did Pussy say Squeaky would make him?" Write a *fine dinner*.

IMPORTANT REVIEW

lived	me
would	was

NEW WORDS

Squeaky	fine
barn	dinner
same (came)	

Use Word Card 175.

READING TO OTHERS (Oral Reading)

THOUGHT QUESTIONS

"Why did Squeaky live in a barn? Why did Pussy live in the same barn?"

A REMINDER

Are your pupils showing a sufficient interest in other primers and easy books? Do you keep several of these easy books within the children's reach? The advanced group will enjoy finding different versions of stories which they read in their own books. A library of these books furnishes profitable occupation to the advanced groups while you are giving extra help to the slower ones.

PHONICS

Teach *ake* from *make*.

Use Phonogram Card 51.

Blend and use in oral sentences:

cake	rake
make	take
wake	shake
lake	flake
bake	brake

READING FOR OURSELVES (Silent Study)

"What did Pussy try to do? What did Squeaky do? Then what did Pussy do? What does the last sentence tell us that Pussy did?"

IMPORTANT REVIEW

tried
catch
caught

NEW WORD GROUP

bit off
Use Word Group Card 60.

NEW WORDS

bit off

READING TO OTHERS (Oral Reading)

"Try to make us see Pussy running after Squeaky."

PHONICS

Review *run*.

Teach *un* from *run*.

Use Phonogram Card 52.

Blend and use in oral sentences:

bun

gun

sun

fun

sh

Pussy tried to catch Squeaky.

Squeaky ran and ran.

Pussy ran and ran.

She caught Squeaky
and bit off her tail.





Squeaky said,

“What shall I do?

Pussy bit off my tail.”

Then she said to Pussy,

“Oh, Pussy,

please give me my tail.”

READING TO OURSELVES (Silent Study)

"A word in the last line tells me that Squeaky was a very polite mouse. Can you find the polite word?"

IMPORTANT REVIEW

give
what

shall

NEW WORD

*please

Use Word Card 176.

READING TO OTHERS (Oral Reading)

"How did Squeaky feel on this page? Can you show us by the way you read the page?"

SUPPLEMENTARY BLACKBOARD EXERCISE

To be read silently and acted:

Squeaky began to cry.

She said,

"Oh, what shall I do?"

Pussy said,

"What do you want?"

Squeaky cried,

"I want my tail.

Please give it to me, Pussy."

READING TO OURSELVES (Silent Study)

"What did Pussy want?"

IMPORTANT REVIEW

some went

NEW WORDS

Ha! ha! *for
milk *you (you-r)

Use Word Cards 177-179.

READING TO OTHERS (Oral Reading)

"Why did Pussy laugh? Can you laugh the way Pussy did?"

THOUGHT QUESTIONS

"In what rhyme did you read about a mouse? Do you know another rhyme about a mouse? ('Hickory, Dickory Dock.') Name the stories in this book in which you have read about cats. Can you find the pictures of all these cats?"

PHONICS

Teach *ail* from *tail*.

Use Phonogram Card 53.

Blend and use in oral sentences:

pail, mail, rail, sail, hail, nail.



F.R

Pussy said,

“Ha! ha! Squeaky.

Give me some milk.

Then I will give you
your tail.”

So Squeaky went for the milk.



First she leaped,
And then she ran,
Till she came to the cow,
And thus began,
“Please, cow, give me some milk.
I will give it to Pussy.
Then she will give me my tail.”

READING TO OURSELVES (Silent Study)

If desired, the pupils may memorize the jingle:

"First she leaped,
And then she ran,
Till she came to the cow
And thus began."

"Can you find the polite word on this page? What did Squeaky ask the cow? What did she say she would do with the milk?"

IMPORTANT REVIEW

came began

NEW WORDS

First cow
leaped thus

Use Word Card 180.

READING TO OTHERS (Oral Reading)

"Did Squeaky want the milk very much? Can you show us by your reading?"

SUPPLEMENTARY BLACKBOARD EXERCISE

Pussy said,
"Stop crying, Squeaky.
Crying will not help you.
Give me some milk.
Then I will give you your tail."
So Squeaky leaped
and ran to the cow.
She said,
"Please, Cow, give me some milk."

READING TO OURSELVES (Silent Study)

“What did the cow want?” Pupils get hay from their phonics. “What do we call the man who has *hay* fields and cuts hay?” Write *the farmer*.

NEW WORDS

hay (P) farmer

READING TO OTHERS (Oral Reading)

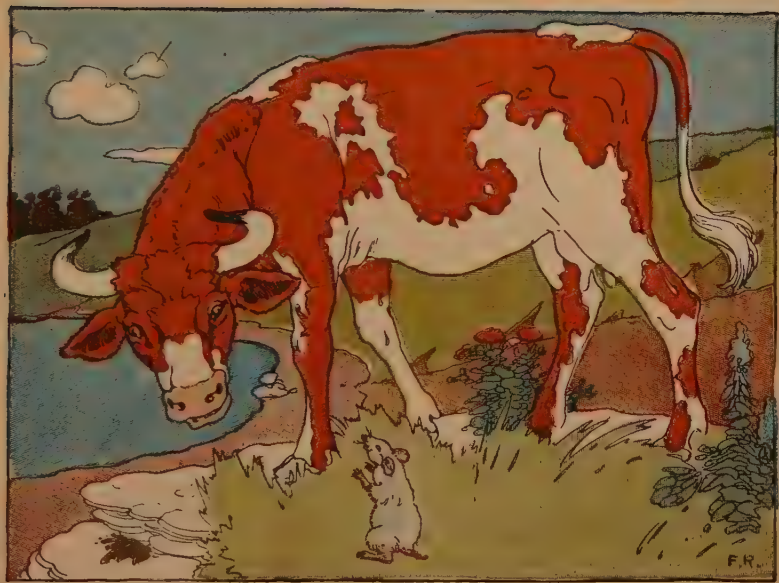
Work for clearness, and urge the children to finish the lines carefully.

CORRELATED SEAT WORK

This story affords an excellent opportunity to learn more about those who work to supply us with food. For instance, discuss the farmer; his work; what he does for us; what would happen if all farmers stopped working; things to be found on a farm, etc.

Let the pupils make a booklet illustrating the farmer, the butcher, and the baker.

At this time let them make the farmer pages for the booklet, picturing the farmer at work; his barns; his tools; animals found on his farm; some of the things we get from the farmer, etc.



The cow said,

“Give me some hay.

Then I will give you some milk.”

So Squeaky went for the hay.

First she leaped,

And then she ran,

Till she came to the farmer,

And thus began,



“Please, farmer, give me some hay.
I will give it to the cow.
She will give me some milk.
I will give it to Pussy.
Then she will give me my tail.”
The farmer said,
“Give me some meat.
Then I will give you the hay.”
So Squeaky went for some meat.

READING TO OURSELVES (Silent Study)

"Read until you find out what the farmer wanted before he would give Squeaky the hay."

NEW WORD

meat (P)

PHONICS

Teach *ow* from *cow*.

Use Phonogram Card 54.

Blend and use in oral sentences:

bow plow

how brow

now growl

When teaching *growl*, blend *grow* and add *l*.

A REMINDER

Is your class bulletin board kept working all the time?
(See p. 17 A.)

Such announcements as the following will make a far deeper impression upon the pupils if read from the bulletin board than if given by you:

"To-morrow is Bank Day.
Bring your money in the morning."

"To-day is Mary's birthday.
Have you wished her 'A Happy Birthday'?"

"John saw a bird this morning.
It had a red breast.
What was this bird?"

READING TO OURSELVES (Silent Study)

"To whom did Squeaky go to get the milk?"

There are no new words on this page, therefore it would be a good page to use for a speed test. (See p. 73 A.)

SUPPLEMENTARY BLACKBOARD EXERCISE

Squeaky said,

"I have no hay,

but the farmer

will give me some."

The farmer wanted meat.

Squeaky said,

"I have no meat

but I will get some

from the butcher."

PHONICS

Prefix, one by one, the Phonogram Cards *b*, *h*, *n*, *pl*, *br*, to the Phonogram Card *ow*.

CORRELATED SEAT WORK

After discussing the butcher, let the pupils make pages for the booklet, illustrating the butcher at work; his tools; some of the things we find in the butcher shop; the delivery of meat, etc.



P.R.

First she leaped,
And then she ran,
Till she came to the butcher,
And thus began,
“Please, butcher, give me some meat.
I will give it to the farmer.
He will give me some hay.
I will give it to the cow.
She will give me some milk.
I will give it to Pussy.
Then she will give me my tail.”



The butcher said,
 "Give me some bread.
 Then I will give you the meat."
So Squeaky went for the bread.
 First she leaped,
 And then she ran,
 Till she came to the baker,
 And thus began,

READING TO OURSELVES (Silent Study)

“Read until you come to the word which tells whom Squeaky ran to get the bread.”

NEW WORD

baker

PHONICS

Prefix, one by one, the Phonogram Cards *p, m, r, t, s, h, f, n*, to the Phonogram Card *ail*.

How many words on this page begin with *b*; with *s*?

How many words end with *d*; with *t*; etc.?

TEACHER'S MEMORANDA

READING TO OURSELVES (Silent Study)

"What did Squeaky say to the baker?"

No new words.

READING TO OTHERS (Oral Reading)

"Be sure that you make us understand to whom Squeaky is going to give the bread and the meat, the hay, and the milk. Let us hear the last word in each line very clearly."

PHONICS

Blend sc, sk, sm, sn, sp, st.

Use Phonogram Cards 55-60.

Blend:

scold	spill	still
skin	spot	stay
small	spins	sticks

CORRELATED SEAT WORK

After a discussion about the baker; his work; the materials he uses; etc., let the pupils draw pictures for their booklets, illustrating scenes in a bakery or things found or bought in a bakery.

Here is a good place to develop the fact that the butcher and the baker are both dependent upon the farmer, that if it were not for the farmers we would have no bread nor meat.



“Please, baker, give me some bread.
I will give it to the butcher.
He will give me some meat.
I will give it to the farmer.
He will give me some hay.
I will give it to the cow.
She will give me some milk.
I will give it to Pussy.
Then she will give me my tail.”



The baker said, “Yes, Squeaky,
I will give you some bread.
But do not eat my flour,
or I will cut off your head.”

Then the baker
gave Squeaky the bread.

READING TO OURSELVES (Silent Study)

"Of what does a baker make bread?" Write *flour*. "What did the baker say he would do if Squeaky ate his flour?"

IMPORTANT REVIEW

But	off
cut	head
gave	

NEW WORDS

Yes
flour
or (for)

Use Word Cards 181-182.

READING TO OTHERS (Oral Reading)

"What kind of man was this baker? Can you be a cross baker when you read this page? How many characters are there in this story? Can you find pictures and the names of them all?"

SUPPLEMENTARY BLACKBOARD EXERCISE

(Using the blend words on p. 91 A of the Manual.)

Squeaky did not *spill* the milk.

The baker began to *scold* Squeaky.

The boy found a *small stick*.

The dog lay *still*.

The dog will *stay* with me.

CORRELATED SEAT WORK

Let the pupils make covers for their booklets, attaching them to the pages by paper fasteners. Lead the pupils to suggest their own titles. There will be a variety of suggestions given, such as, "Workers"; "Workers For Us"; "Our Food"; etc. As the children give suitable titles print them on the board in large capitals. The pupils may copy them using large crayons or pencils.

READING TO OURSELVES (Silent Study)

"What did Squeaky do with the bread? Then what happened?"

IMPORTANT REVIEW

gave

NEW WORD

took (looked)

Use Word Card 183.

READING TO OTHERS (Oral Reading)

"Read very carefully what Squeaky did with the things she had given to her. Make us see pictures of her giving the bread to the butcher," etc.

PHONICS

Prefix Phonogram Card *sk* to Phonogram Card *in*.

Prefix Phonogram Card *sp* to Phonogram Cards *ill*, *ot*, *in*, *un*.

Prefix Phonogram Card *st* to Phonogram Cards *ill*, *ay*, *ick*, *all*, *ack*.

CORRELATED SEAT WORK AND WORD GAME

Let the pupils collect and bring to school pictures of objects found on a farm, at the butcher's, and the baker's. Paste these pictures on cards or large sheets of paper. Make name cards of the objects in the pictures.

Arrange the pictures on the blackboard ledge, and the cards in another place. Let the pupils match the words and the pictures.

Squeaky took the bread
to the butcher.

He gave her some meat.

She took the meat to the farmer.

He gave her some hay.

She took the hay to the cow.

She gave her some milk.



Squeaky took the milk to Pussy.
She said,

“Pussy, here is the milk.
Now please give me my tail.”

Pussy said,
“Thank you, Squeaky.
This is fine milk.
Here is your tail.”

So Squeaky got her tail again.



READING TO OURSELVES (Silent Study)

"What/did Squeaky take to Pussy? What did Squeaky say to Pussy? What did Pussy answer? Then what happened?"

IMPORTANT REVIEW

here	Thank you
Now	fine
again	This

Use p. 22 of the Review and Drill Chart.

No new words.

READING TO OTHERS (Oral Reading)

"Turn back to page 84. How did Squeaky feel on this page? How does she feel on the last page? Can you read this page as if she were glad or happy?"

SUPPLEMENTARY READING

The children will enjoy reading the story beginning on p. 28 of the WINSTON COMPANION READER, also the rhyme on p. 34.

CORRELATED SEAT WORK AND SILENT READING

Directions for using Seat Work Envelope No. 11.

Use the story printed on the card as a silent reading review of the story. Let the pupils build the story printed on the card. This story may be used for three lessons.

READING TO OURSELVES (Silent Study)

"What is peas-porridge? Did you ever play this game? I am sure that you can get the new words very easily. Read until you find out how some like their peas-porridge." Write *like it*.

IMPORTANT REVIEW

days

NEW WORDS

Peas-porridge

pot (P)

nine (fine)

hot (P)

like

cold (P)

*it

Use Word Cards 184-185.

READING TO OTHERS (Oral Reading)

Let two children play the game while another reads the rhyme for them.

PHONICS

Review *it*.

Use Phonogram Card 61

Blend and use in oral sentences:

pit

fit

bit

slit

sit

grit

hit

How many words on page 95 are in the *ot* family?

How many words are in the *old* family?



Peas-porridge hot,
Peas-porridge cold,
Peas-porridge in the pot
Nine days old.
Some like it hot.
Some like it cold.
Some like it in the pot
Nine days old.



THE THREE BEARS

Once upon a time

there were three bears.

One was a Great Big Bear.

He had a great big voice.

. One was a Middle-sized Bear.

She had a middle-sized voice.

One was a Little Wee Bear.

He had a little wee voice.

READING TO OURSELVES (Silent Study)

Let the pupils look over all of the pictures for this story before starting to read the first page. A great many words can be learned during the discussion of the pictures. For instance, "Who are in this first picture? I'll write their names on the board for you. I wonder what kind of voices they had," etc.

"Can you remember another story in this book beginning with, 'Once upon a time'? Can you remember another story in which some one had a *wee voice* and a *big voice*?"

IMPORTANT REVIEW

Once upon a time
One had
was voice

NEW WORDS

Middle-sized
were bears
three Great

Use Word Cards 186-188.

NEW WORD GROUP

there were

Use Word Group Card 61.

READING TO OTHERS (Oral Reading)

"Can you make your voice sound just like the bears' voices? What are the bears doing in this picture? The next page will tell us what they are saying."

SUPPLEMENTARY BLACKBOARD EXERCISE

Great Big Bears
have great big voices.

Middle-sized Bears
have middle-sized voices.

Little Wee Bears
have little wee voices.

READING TO OURSELVES (Silent Study)

"The first sentence tells us when the Middle-sized Bear made some porridge." Write *one morning*.

IMPORTANT REVIEW

made

NEW WORDS

morning

too (to)

Use Word Cards 189-190.

READING TO OTHERS (Oral Reading)

"The picture on page 96 shows the bears talking about their porridge. Play you are bears and make your voices sound just like the bear who is talking."

THOUGHT QUESTION

"Why did the Middle-sized Bear make the porridge?"

PHONICS

Use p. 23 of the Review and Drill Chart.

CORRELATED SEAT WORK

A Motivated Project.

PREPARATION

Discuss with the children the needs of children in hospitals, in children's homes, shut-ins, sick children, etc., and lead them to suggest things which the class might do to help these children. It will probably be near Christmas, and the question of sending some Christmas joy to these children may arise. After they have expressed a desire to send something to some institution or to some sick child absent from the class, suggest to them that they might make a Three Bears' Book. "It will be very easy for you to make because you will be reading about the three bears every day."

Let the children decide whether they wish to cut the pictures, draw and color them, cut up an old Primer, or use all three methods.

This discussion will take up one period. Next period for this work they will be prepared to start work on the books.

One morning the Middle-sized Bear
made some porridge.

The Great Big Bear said
in his great big voice,
“My porridge is too hot!”

The Middle-sized Bear said
in her middle-sized voice,
“My porridge is too hot!”

The Little Wee Bear said
in his little wee voice,
“My porridge is too hot!”

The Great Big Bear said,
“Let us go for a walk.”

The Middle-sized Bear said,
“Yes, let us go for a walk.”

The Little Wee Bear said,
“Yes, let us go for a walk.”

So the three bears went for a walk.



READING TO OURSELVES (Silent Study)

"What are the bears doing now? Who was the first one to think of going for a walk? How did he say it?" Write *let us go*.

IMPORTANT REVIEW

let Yes
went

NEW WORD GROUP

Let us go
Use Word Group Card 62.

NEW WORDS

us
*walk
Use Word Cards 191-192.

READING TO OTHERS (Oral Reading)

"Why did the bears go for a walk?"

Work to have the pupils make their voices sound like three different sized bears.

SILENT READING

Write the following sentences on the board:

The three bears went for a walk.
They walked and walked in the woods.
Then they went home.

Let a pupil choose three bears, have the sentences read silently and acted.

PHONICS

Use p. 23 of the Review and Drill Chart.

Blend *spr, str*.

Use Phonogram Cards 62-63.

Blend and use in oral sentences:

spray, strut, stray.

CORRELATED SEAT WORK

Let the pupils decide what the first picture in their booklets is to be, and let each one illustrate it according to his own ideas. Use 9 x 12-inch paper. Have crayons, colored and black paper, scissors, and paste convenient for the children to help themselves.

READING TO OURSELVES (Silent Study)

With a little help the pupils will be able to read this page. They can get the new words phonically and from the context. *Rapped* will probably have to be acted.

IMPORTANT REVIEW

Soon saw
came opened

NEW WORDS

*girl
Goldenhair Golden (P) hair (chair)
rapped
rap (rapped)
name (same)
door (for)

Use Word Cards 193-194.

Use p. 24 of the Review and Drill Chart.

READING TO OTHERS (Oral Reading)

Let one pupil read this incident while another acts it.

THOUGHT QUESTION

"Was Goldenhair polite?"

CORRELATED SEAT WORK

"Do you think that Goldenhair lived alone? Of course not! Who do you think lived with her?"

"Draw a picture of her house, her father and mother, and as many brothers and sisters as you think she had.

"Perhaps you would like to put this picture in your Three Bears' Book."



Soon a little girl came along.
Her name was Goldenhair.
She saw the bears' house.
She rapped at the door.
"Rap! rap! rap!"
Then she opened the door
and went in.



Goldenhair saw the three bowls
of porridge.

She tasted the porridge
in the great big bowl.

It was too hot.

She tasted the porridge
in the middle-sized bowl.

It was too cold.

Then she tasted the porridge
in the little wee bowl.

It was just right.

So she ate it all up.

READING TO OURSELVES (Silent Study)

Question for each sentence. The children will have no difficulty in reading this page after having studied the picture.

IMPORTANT REVIEW

ate all

NEW WORDS

tasted
bowl
just (us)
right (P)

NEW WORD GROUP

just right

Use Word Group Card 63.

READING TO OTHERS (Oral Reading)

“Read this page to us and tell us why Goldenhair didn’t eat the porridge in the great big bowl or the middle-sized bowl.”

SUPPLEMENTARY BLACKBOARD EXERCISE

To be read silently and acted.

Goldenhair saw a little house.

She said,

“I will see who lives here.”

So she went in.

She saw some porridge.

She ate the porridge

in the little wee bowl.

CORRELATED SEAT WORK

Make more pictures for the Three Bears’ Books. Encourage a variety of materials. If the majority of the pupils have been drawing and coloring their pictures, suggest that they cut and paste some.

READING TO OURSELVES (Silent Study)

Question for each sentence. "What did Goldenhair see? What did she do first?" etc. You may have to tell *hard*. They will get *broke* from the picture.

NEW WORDS

sat (P)

hard

soft

broke

READING TO OTHERS (Oral Reading)

"Be sure you make us understand why Goldenhair did not like the great big chair or the middle-sized chair."

SILENT READING

Write the following sentences on separate cards. Pass the cards to the pupils to read silently, and then act.

Goldenhair rapped at the door.

Goldenhair opened the door.

Goldenhair tasted the porridge in the great big bowl.

Goldenhair tasted the porridge in the middle-sized bowl.

Goldenhair tasted the porridge in the little wee bowl.

Goldenhair sat in the great big chair.

Goldenhair sat in the middle-sized chair.

Goldenhair sat in the little wee chair.

Goldenhair broke the little wee chair.

PHONICS

Teach *oo* from *too*.

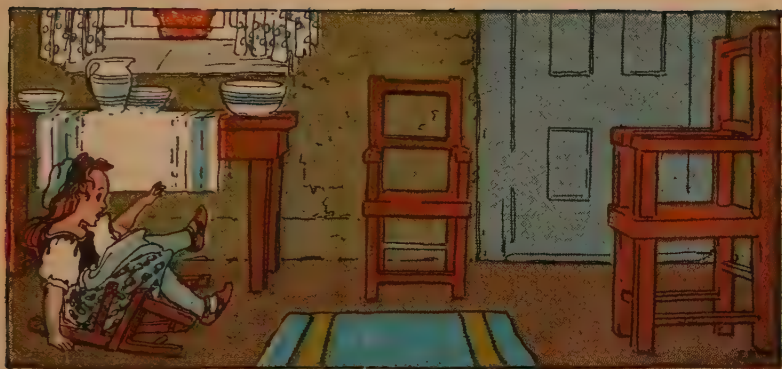
Use Phonogram Card 64.

Blend and use in oral sentences:

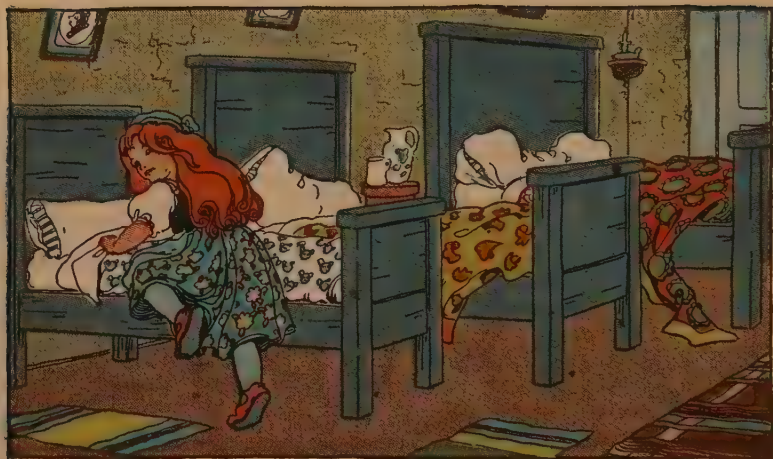
coo

moo

boo-hoo



Then Goldenhair
saw the three chairs.
She sat down
in the great big chair.
It was too hard.
She sat down
in the middle-sized chair.
It was too soft.
Then she sat down
in the little wee chair.
It was just right,
but she broke it.



Goldenhair wanted to sleep.

So she went up stairs.

She saw the three beds.

She lay on the great big bed.

It was too hard.

She lay on the middle-sized bed.

. It was too soft.

Then she lay on the little wee bed.

It was just right.

So she went to sleep.

READING TO OURSELVES (Silent Study)

Question/ sentence by sentence. "Why did Goldenhair go upstairs?" etc.

IMPORTANT REVIEW

wanted
sleep
upstairs

NEW WORD GROUP

She lay
Use Word Group Card 64.

NEW WORD

lay (P)

READING TO OTHERS (Oral Reading)

"Tell us why Goldenhair didn't like the first two beds she tried, and why she liked the last."

THOUGHT QUESTIONS

"Why are the covers on the beds all upset? At what time of day did Goldenhair go to sleep? Why was she so very tired that morning?"

CORRELATED SEAT WORK

While making the chairs and beds for the booklets, suggest to the pupils that they make other beds and chairs than those in the pictures. "Perhaps the three bears would like some beds and chairs like those you have at home."

READING TO OURSELVES (Silent Study)

"Where are the bears now?"

NEW WORDS

*has

eating (eat)

eaten (P)

Use Word Card 195.

READING TO OTHERS (Oral Reading)

The children will enjoy imitating the different voices of the bears. Let them compete with each other in this. All exercises of this kind will improve the dramatization of the story when the time comes to have it dramatized as a whole.

THOUGHT QUESTIONS

"How did the Great Big Bear know that some one had tasted his porridge? How did the Middle-sized Bear know that some one had tasted her porridge? How did the Little Wee Bear know? Which bear felt the worst?"

"How many characters are there in this story? Look over the pictures and see if you can find all of the characters in one picture."

PHONICS

Teach *ing* from *eating*.

Use Phonogram Card 65.

Blend and use in oral sentences:

wing

ring

sing

king

sting

spring

string

sleeping

jumping

seeing

walking

hearing

Soon the three bears came back.

The Great Big Bear saw his porridge.
He said in his great big voice,

“Some one has been eating
my porridge!”

The Middle-sized Bear said
in her middle-sized voice,

“Some one has been eating
my porridge.”

The Little Wee Bear said
in his little wee voice,

“Some one has been eating
my porridge,
and has eaten it all up.”

The Great Big Bear saw his chair.

He said in his great big voice,

“Some one has been sitting
on my chair!”

The Middle-sized Bear said
in her middle-sized voice,

“Some one has been sitting
on my chair!”

The Little Wee Bear said
in his little wee voice,

“Some one has been sitting
on my chair,
and has broken it!”

READING TO OURSELVES (Silent Study)

“What does the first sentence tell about the Great Big Bear? What did he say?” etc.

NEW WORDS

sitting (P)

broken (broke)

READING TO OTHERS (Oral Reading)

“We can have some more fun talking like the bears. How do you think the bears felt?”

THOUGHT QUESTIONS

“How did the Great Big Bear know that some one had sat in his chair? How did the Middle-sized Bear know? How did the Little Wee Bear know? Why are you sorry for the Little Wee Bear?”

SUPPLEMENTARY BLACKBOARD EXERCISE

Goldenhair broke the little wee chair.

Then she went up the stairs.

She soon went to sleep.

By and by the bears came back.

They saw that some one
had been eating the porridge.

They saw the broken chair.

PHONICS

Teach *er* from *her*.

Use Phonogram Card 66.

Blend and use in oral sentences:

colder

older

harder

player

nearer

softer

blacker

jumper

READING TO OURSELVES (Silent Study)

"Read this page to yourselves very carefully and then be able to tell us what the last line means."

Teach *lying* from *by* during the silent study.

NEW WORD

lying (by)

READING TO OTHERS (Oral Reading)

"I wonder how the Little Wee Bear felt when he said the last line? How would you feel if you found some one asleep in your bed? Show us by your reading."

THOUGHT QUESTIONS

"Could you have told which bear was speaking if you did not see it? How? How did the bears know that some one had been lying on their beds?"

PHONICS

Teach *ed* from *bed*.

Use Phonogram Card 67.

Blend and use in sentences:

bed	Ned
red	shed
led	sled
Ted	Fred
fed	

CORRELATED SEAT WORK

Finish pictures for the booklets and fasten inside of a cover. Let the pupils decorate the covers as they wish.

If the Seat Work Envelopes are being used in the class, it would add interest and value to the books if the pupils pasted word cards under the pictures, labeling them, or building short, descriptive sentences about the pictures.

Then the three bears went up stairs.

The Great Big Bear saw his bed.

He said in his great big voice,

“Some one has been lying
on my bed!”

The Middle-sized Bear said

in her middle-sized voice,

“Some one has been lying
on my bed!”

The Little Wee Bear said

in his little wee voice,

“Some one has been lying
on my bed,
and here she is!”



Goldenhair opened her eyes
and saw the three bears.

She was afraid.

She ran to the window
and jumped out.

Then she ran home
and never came back again.

READING TO OURSELVES (Silent Study)

"What do you do first when you wake up? What did Goldenhair do?" Write *opened her eyes*. "Then what happened?"

IMPORTANT REVIEW

afraid out
jumped home

NEW WORDS

eyes
window
never

Use Word Cards 196-197.

Use p. 25 of the Review and Drill Chart.

READING TO OTHERS (Oral Reading)

Dramatize and reread the entire story.

THOUGHT QUESTIONS

"Which sentence on this page would make a good name for the picture? Why did Goldenhair jump out of the window? Why did Goldenhair never come back?"

SILENT READING

Write or print the following sentences on separate cards. Pass the cards to the pupils to read silently, and then act. Let the class tell the characters the pupils are impersonating.

Goldenhair lay on the great big bed.

Goldenhair lay on the little wee bed.

Goldenhair went to sleep.

The Great Big Bear said,

"Some one has been eating my porridge!"

The Little Wee Bear said,

"Some one has eaten my porridge!"

The Little Wee Bear said,

"Some one has broken my chair!"

Goldenhair opened her eyes.

Goldenhair ran away.

CORRELATED SEAT WORK

Directions for using Seat Work Envelope No. 12.

Build the sentences as directed on the enclosed card. Use these sentences for a silent reading lesson.

READING TO OURSELVES (Silent Study)

"What are the little ducks doing in this picture? Who is the teacher? Can you give this picture a name? What is the lesson the little ducks are trying to learn? Do you know your A B C's?"

NEW WORDS

Now (P)	tell
I've (P)	think

Use Word Card 198.!

READING TO OTHERS (Oral Reading)

"I wonder if you can read this page as well as the little ducks can. Be sure to make us hear each letter very plainly. Some of the letters like B and D sound so much alike that you will have to say them very distinctly."

NOTE.—As a preparation for spelling, the pupils should learn the names of the letters of the alphabet from this rhyme. Some classes may be ready for spelling before this, while some teachers may wish to postpone spelling until later in the year. By this time the pupils have learned the sounds of the letters. The names of the letters should now be thoroughly taught.

Thorough familiarity with the names of the letters is clearly necessary. While no attempt should be made to teach the names before the sounds are mastered, there should from this time on be sufficient drill to insure the immediate recognition of every letter by the end of the first year.

PHONICS

Teach *ell* from *tell*.

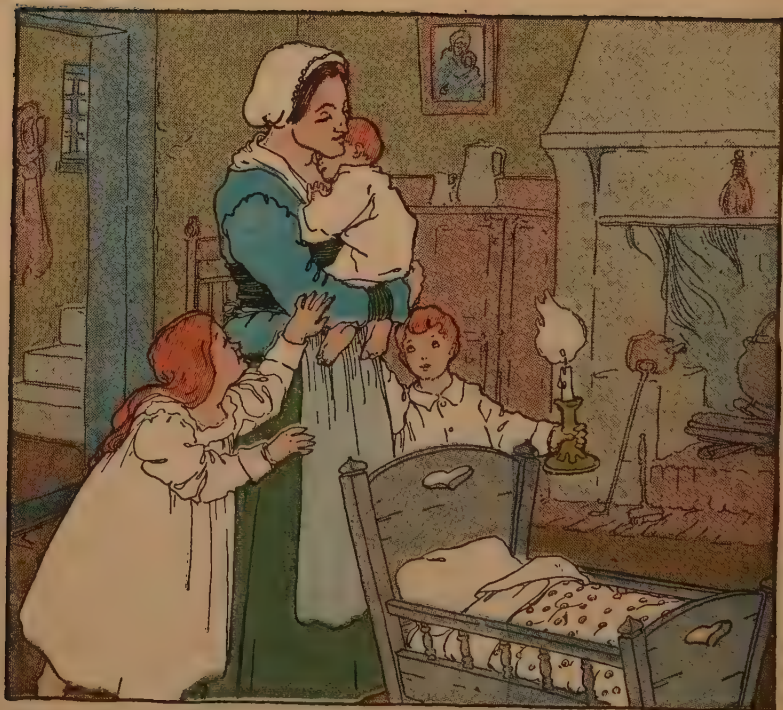
Use Phonogram Card 68.

Blend and use in sentences:

well, bell, tell, sell, fell, Nell, yell, shell, smell, spell.



A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S, and T, U, V,
W, X, and Y and Z.
Now I've said my A, B, C,
Tell me what you think of me!



Good night,
Sleep tight,
Wake up bright
In the morning light
To do what's right
With all your might.

READING TO OURSELVES (Silent Study)

"What time of the day is it in this picture? Name the things in the picture which tell you that it is night. What do you say to people when you go to bed at night?" Write "Good night" on the board.

IMPORTANT REVIEW

what's With

NEW WORDS

Good (P)	tight (P)
Wake (P)	bright (P)
light (P)	might (P)

Use Word Card 199.

Use pp. 27-28 of the Review and Drill Chart.

On page 28 of the Review and Drill Chart there are lists of difficult and confusing words. In most cases the difficulty is due to faulty or hasty visualization. Train the pupils to scan carefully the beginnings and endings of words, the vowels, and to look for similarities to other words.

READING TO OTHERS (Oral Reading)

"Who is saying this rhyme? How does the mother say this rhyme, softly or loudly? Why? Can you read it just the way the mother says or sings it? What do we call the little verses that a mother says or sings to her baby at bedtime? Do you know other lullabies? (Rock-a-bye-baby, etc.)"

PHONICS

Use p. 29 of the Review and Drill Chart.

This page contains all the phonograms taught in the Primer. (See p. 128.)

CORRELATION OF READING WITH OTHER SUBJECTS

No elaborate plan of correlating reading with other subjects has been attempted in this series of readers. However, the following outline indicates the possibilities of correlating the material of the Primer with other subjects.

1. Language

- a. Story telling
- b. Acting in pantomime
- c. Dramatization
- d. Memorizing nursery rhymes
- e. Picture study

2. Music

- a. Songs may be taught about the mother hen, the chicks, the cat, the dog, the rabbit, the woodpecker, etc.
- b. The following nursery rhymes are set to music:
 - "There Was an Old Woman"
 - "There Was a Crooked Man"
 - "One, Two, Three, Four, Five"
 - "Pussy Cat, Pussy Cat"
 - "Peas-Porridge Hot"
 - "A, B, C."

3. Drawing

- a. Imaginative drawings of the incidents in the stories.
- b. Free-hand cutting and pasting of groups of animals appearing in the stories
- c. A frieze of posters representing an important incident in each story read. (An excellent opportunity for co-operative work.)
- d. Tracing and coloring outlines prepared by the teacher of the hen, chicks, goose, pig, cat, etc.

- e. Clay modeling of a cat, hen, goose, rabbit, woodpecker, mouse, bear, etc.
- f. A toy theater
 - 1. Pupils make stage, stage properties, characters, animals, etc., of cardboard or paper
 - 2. Class arrange scenes depicting incidents taken from stories

4. Seat Work

- a. Building sentences with word cards
- b. Silent reading from the blackboard of stories that have a familiar vocabulary

5. Games (see Manual, p. 112)

6. Nature Study

Hen, chick, goose, rabbit, woodpecker, bee (honey-making), wheat

7. Occupations

- a. The miller (Little Red Hen)
- b. The butcher (The Old Woman and Her Pig)
- c. The baker (Squeaky's Tail)
- d. The farmer (Squeaky's Tail)

8. Ethical Lessons

- a. Reward of Industry
(Little Red Hen)
(Squeaky's Tail)
- b. Helpfulness to others
(Henny Penny)
- c. The folly of boasting
(Gingerbread Boy)

GAMES FOR WORD AND PHONETIC DRILLS

A game played in a brisk, spirited manner gives variety to drill work, and adds greatly to the enjoyment of the lesson.

The following games have been used with success:

1. Matching Words

See how many children can match correctly a given number of words on cards with the same words on word group cards or chart.

See how many children can match correctly a given number of words on cards with the same words written on the blackboard in sentences.

2. Selecting Colors

Underline with colored chalk word groups or words written on the blackboard, and have one child give all the *red* words, another all the *blue* words, etc.

3. Look and Touch

Select word cards that name objects in the room, or in pictures on the walls. Flash a card and choose a child to touch the object named.

4. Look and Do

Select word cards which express action. Flash a card and choose a child to "play" it.

5. Look and Tell

Select word cards that name objects in a chosen picture in the reader. Flash a card and tell the pupils to point to the object in the picture. Then choose one child to use the word in a sentence.

6. Guessing Game 1

Say to the class, "I'm thinking of a word that is in the same family as *run*. What is it?" Child answers, "*sun*."

Write review blend words on the blackboard, then say, "I'm thinking of a word that begins with *m* (sound) and ends with *t* (sound)." Child selects "*meat*."

7. Guessing Game 2

Write a list of words on the blackboard. One child covers his eyes while another child points to a word to be guessed. The first child then looks at the words, and points to the different ones, asking, "Is it *red*?" The class answers, "No, it is not *red*." This continues until the child guesses correctly, when the class answers, "Yes, it is *wheat*." The successful child chooses another child to "blind," and selects the next word to be guessed.

This game may also be used for guessing word groups, sounds, or blend words.

8. Card Race

Choose two children (as equal in ability as possible) to "race." Flash a card and hand it to the child who gives the word first. The child who holds the greatest number of cards wins.

9. Buying Tickets

Class stands in a line.

Flash word group, word, or phonogram cards. Each child buys a "ticket" to his seat by reading correctly the card presented to him.

10. Word Tag

Have the family cards in sight or the families written on the blackboard.

The children form a circle. One child is "it" and stands in the center of the ring. He gives a family name, and then points to a pupil in the circle. This pupil must give a word containing the family name. If he fails, he becomes "it."

11. Hunting

The children may go "hunting" by underlining familiar words or words in families in newspapers or magazine clippings.

12. Going to Market

Write review blend words on the blackboard.

Call upon a child to blend a word that you select. If his answer is correct, he may put the word in a "basket" (draw a circle around it) and take "it" home.

13. Spelling Down

Have an old-fashioned "spell down," using word groups, words, or phonograms instead of spelling words.

14. Postman

Write two or three review sentences on slips of paper and enclose them in envelopes. Choose one child for the postman, and let him blow a whistle and leave a "letter" at every "house." Then the children may read their "letters" to the class.

15. Changing Places

A number of children stand in front of the room, each holding a word card.

A child who is seated says, "*Fox* change places with *jump*." The child who is holding the card *fox* changes places with the one holding the card *jump*.

Or a child who is seated may ask, "May I change places with *hen*?" If he can find *hen* quickly, he is allowed to take the card and stand in line, while the child holding *hen* at first takes his seat.

This game should be played briskly. Word group cards or phonogram cards may also be used with success.

SUPPLEMENTARY READING

Basal readers may be supplemented in the following ways:

1. Reading from the Blackboard

This may include nursery rhymes, poems, simple paragraphs pertaining to the seasons, the holidays, school activities, or any current event that appeals to the interest of the pupils.

2. Library Books

Every classroom should have a library consisting of books adapted to the age of the pupils.

Regular periods should be assigned for the reading and enjoying of these library books.

3. Supplementary Readers

A supplementary reader should be used just as soon as a class has a small sight word vocabulary.

The most valuable reader for supplementary use in the first grade is one which follows as closely as possible the spirit and vocabulary of the basal reader. By the use of such a book, the pupil strengthens his vocabulary by meeting old words in new relations. Thus he is able to read fluently. By this rapid reading he increases his eye span, and decreases the number of eye fixations per line. This type of reading not only forms good reading habits, but creates a desire to read more.

The WINSTON COMPANION READERS (Primer, First, Second, and Third Reader) have been designed to serve just this purpose. They duplicate closely the vocabulary of the WINSTON READERS in new stories. Children enjoy reading them, and at the same time gain efficient reading habits.

The stories in the WINSTON COMPANION READERS may be read by three methods:

1. The first story in the WINSTON PRIMER may be immediately followed by the reading of the first story in the WINSTON COMPANION PRIMER, etc.

Note.—Of the three methods given, this is the one for which the WINSTON COMPANION PRIMER was specifically written, and is the only book which can supplement the WINSTON PRIMER in this way.

2. The stories in the COMPANION PRIMER may be selected and read on the basis of their similarity in plot to those of the basal reader. For instance, after "Lambikin" has been read in the WINSTON PRIMER, "Gray Squirrel's Tail" (p. 51), and "Squeaky and the Trap" (p. 66) in the COMPANION PRIMER may be read. All of these stories relate the experiences of animals being caught in traps.

3. After the WINSTON PRIMER has been completed, and before the WINSTON FIRST READER is begun, the COMPANION PRIMER may be used as a rapid sight reading book. This makes a satisfactory use of the book with slow groups who may not be ready to read first readers.

WORD GROUP CARDS

Card No.	Page	Word Group	Card No.	Page	Word Group
1	2	The Little Red Hen	33	21	On the wee wee table
2	2	found some wheat	34	22	One night
3	3	Who will help me	35	22	heard a noise
4	3	Not I	36	23	under her wee wee bed
5	3	said the cat	37	24	down her wee wee stairs
6	3	said the goose	38	25	up her wee wee stairs
7	3	said the pig	39	25	blew out
8	3	And she did	40	26	got out of
9	3	plant the wheat	41	32	little old woman
10	4	grew up	42	32	little old man
11	4	cut the wheat	43	32	little old kettle
12	5	grind the wheat	44	32	little old pan
13	6	make the bread	45	35	could not catch him
14	7	bake the bread	46	36	met a cat
15	8	eat the bread	47	37	run away
16	9	You would not	48	37	from you
17	9	You shall not	49	37	ran on
18	9	My little chicks	50	46	near the woods
19	9	they did	51	46	in the woods
20	10	into the woods	52	49	jumped out
21	11	wanted to	53	49	What shall I do
22	11	began to cry	54	52	opened his mouth
23	12	along came	55	54	with this sixpence
24	12	Why are you crying	56	55	jump over the stile
25	12	Stop crying	57	56	went on
26	13	ran after	58	67	began to
27	18	flew by	59	70	Once upon a time
28	19	Thank you	60	83	bit off
29	20	Once there was	61	96	there were
30	20	Wee Wee Woman	62	98	let us go
31	20	in a wee wee house	63	100	just right
32	21	By the wee wee bed	64	102	She lay

WORD CARDS

(For words marked (*) see p. xi.)

Card No.	Page	Word	Card No.	Page	Word	Card No.	Page	Word
*1	2	the The	*35	9	you You	69	18	flew
*2	2	little Little	*36	9	would	70	18	by By
*3	2	red Red	*37	9	shall Shall	71	19	Oh
*4	2	hen Hen	*38	9	my My	72	19	sting
5	2	found	39	9	chicks	73	19	stopped
*6	2	some Some	*40	9	they They	74	19	thank Thank
7	2	wheat	*41	10	boy Boy	75	20	once Once
*8	2	she She	*42	10	had	*76	20	there There
*9	2	called	*43	10	goat	*77	20	was
*10	2	cat	*44	10	ran	78	20	wee Wee
11	2	goose	*45	10	into	*79	20	woman Woman
*12	2	pig	*46	10	woods	*80	20	lived
*13	3	said	*47	10	he He	*81	20	house
*14	3	who Who	*48	10	grass	*82	21	bed
*15	3	will Will	*49	11	wanted	83	21	table
*16	3	help Help	*50	11	to	*84	21	on On
*17	3	me	*51	11	go Go	85	21	candle
18	3	plant	*52	11	home	*86	22	one One
*19	3	not Not	*53	11	began	87	22	night
*20	3	I	54	11	cry	*88	22	went
*21	3	then Then	*55	12	along Along	*89	22	soon Soon
*22	3	and And	*56	12	came	90	22	heard
*23	3	did	*57	12	rabbit Rabbit	91	22	noise
24	4	grew	*58	12	why Why	*92	22	is
*25	4	up	*59	12	are Are	93	23	lighted
*26	4	cut	60	12	crying	*94	23	her Her
27	5	grind	61	12	stop Stop	95	23	looked
*28	6	make	62	12	drive	*96	23	under Under
29	6	bread	*63	13	after	*97	23	nothing
30	7	bake	*64	13	no No	*98	24	down Down
*31	8	eat	*65	13	want	99	24	stairs
32	8	Meow	66	14	squirrel	*100	24	chairs
33	8	Hiss	*67	16	fox	101	25	blew
34	8	Ouf	68	18	bumblebee	*102	25	out

WORD CARDS

Card No.	Page	Word	Card No.	Page	Word	Card No.	Page	Word
*103	25	got	*135	45	caught	*168	75	give
*104	26	again	*136	45	that That	169	75	ate
*105	26	of	137	45	end	*170	77	here Here
106	29	tried	138	46	near Near	*171	78	have Have
107	29	sleep	139	46	day	172	78	seen
108	30	cupboard	*140	49	what What	*173	78	big
*109	30	jumped	*141	49	do Do	*174	80	tail
110	30	Boo	*142	50	back	175	82	dinner
*111	31	old Old	*143	50	let Let	*176	84	please Please
112	31	hill	144	51	head	177	85	milk
113	31	if	145	52	nose	*178	85	your Your
114	31	gone	146	52	this This	*179	85	for
115	31	lives	*147	52	his	180	86	cow Cow
116	31	still	148	52	mouth	181	92	yes Yes
*117	32	man	149	54	with	182	92	or
118	32	kettle	*150	55	jump	183	93	took
119	32	pan	*151	55	over	184	95	like
120	32	made	*152	56	get	*185	95	it It
121	32	gingerbread	153	57	stick Stick	186	96	were
		Gingerbread	*154	59	water Water	187	96	three Three
*122	33	put	155	61	drink	188	96	great Great
123	33	upset	156	66	cheese	189	97	morning
*124	33	away	*157	67	gave	190	97	too
*125	35	but But	158	69	which Which	191	98	us .
*126	35	could	159	69	mouse	*192	98	walk
*127	35	catch	160	69	all All	*193	99	girl
*128	35	him	*161	70	see See	194	99	name
*129	36	met	162	71	goes	*195	103	has Has
*130	37	from	*163	71	where Where	196	106	eyes
*131	37	can	164	71	grow	197	106	never Never
*132	37	run	165	72	come Come	198	107	tell Tell
*133	37	so So	*166	72	when When	199	108	good Good
*134	38	dog	*167	75	saw			

THE REVIEW AND DRILL CHART

Throughout the Manual, reference is made to "The Review and Drill Chart." This chart may be made of cardboard or may be purchased from the publisher at small expense. For the convenience of teachers who desire to make their charts, "The Review and Drill Chart" is printed page by page on pp. 121-127 of this Manual. (For p. 29 of the chart see p. 128.)

The Review and Drill Chart, as its name implies, is for review and drill use only. No page of the chart is shown to the class until every word or phonogram on that page has been previously presented.

The chart affords great opportunities for drills and word games. It includes:

1. Every new word group and word in the Primer.
2. Lists of words beginning with *wh*, *viz.*, *why*, *when*, *who*, etc.
3. Lists of words beginning with *th*, *viz.*, *this*, *that*, *them*, etc.
4. Blend words.
5. Lists of words which require extra drill, *viz.*, *saw*, *was*; *on*, *one*, *ones*, etc.
6. A phonetic summary of all the phonetics learned, including the single and double consonants, blended consonants, and phonetic families.

REVIEW AND DRILL CHART

1

The Little Red Hen

found some wheat

the pig called

the goose hen

the cat wheat

found little

red She

some she

To be used after page 2 of the Primer

2

Who will help me

Not I

said the cat

said the pig

said the goose

And she did

plant the wheat

who plant

said Then

help then

not did

will And

me and

I

To be used after page 3 of the Primer

3

grew up

cut the wheat

grind the wheat

make the bread

bake the bread

grew cut

grind make

up bread

bake

To be used after page 7 of the Primer

4

eat the bread

You would not

You shall not

My little chicks

they did

eat Ouf

Quack you

my chicks

shall they

would Meow

To be used after page 9 of the Primer

REVIEW AND DRILL CHART

5

into the woods

wanted to

began to cry

boy	grass
goat	wanted
had	to
ran	go
into	home
woods	began
He	cry

To be used after page 11 of the Primer

6

Along came

Stop crying

ran after

Why are you crying

along	stop
came	drive
rabbit	after
Why	no
are	want
crying	

To be used after page 13 of the Primer

7

flew by

Thank you

squirrel	by
fox	Oh
bumblebee	stopped
flew	thank
sting	

To be used after page 19 of the Primer

8

Once there was

Wee Wee Woman

in a wee wee house

lived	there
was	woman
once	wee
house	There

To be used after page 20 of the Primer

REVIEW AND DRILL CHART

9

By the wee wee bed
 On the wee wee table
 One night
 heard a noise
 candle went
 on noise
 night soon
 bed heard
 one table
 is

To be used after page 22 of the Primer

10

under her wee wee bed
 down her wee wee stairs
 nothing in
 stairs on
 her by
 lighted into
 looked down
 chairs under

To be used after page 24 of the Primer

11

up her wee wee stairs
 blew out
 got out of
 again cupboard hill
 out jumped still
 blew tried if
 of sleep gone
 got old
 Boo lives

To be used after page 31 of the Primer

12

little old woman
 little old man
 little old kettle
 little old pan
 could not catch him
 gingerbread but
 man upset
 kettle put
 pan could
 made him
 away catch

To be used after page 35 of the Primer

REVIEW AND DRILL CHART

13

met a cat
run away
from you
ran on

met	so	from	by
that	dog	down	on
can	caught	of	into
run	end	under	up

To be used after page 45 of the Primer

14

near the woods
in the woods
jumped out
What shall I do?

near	waited
Sly Fox	hid
day	cried
Cluck	what
do	Henny Penny

To be used after page 49 of the Primer

15

opened his mouth	
woodpecker	let
back	this
pecked	angry
head	his
mouth	hare
nose	alive
opened	

To be used after page 53 of the Primer

16

PHONETIC REVIEW

hay	chin	near	meat
hear	hot	tin	pay
neat	Dan	chill	told
rut	beat	got	hut
not	dear	lay	fat
rat	seats	pot	fans
till	hold	pat	lot
chat	win	fold	pin
but	pans	kill	tear
gold	nut	year	cot

To be used after page 54 of the Primer

REVIEW AND DRILL CHART

17

with this sixpence	
jump over the stile	
went on	
sixpence	way
with	stile
buy	jump
bought	over
till	get
bite	beat
stick	fire
water	burn

To be used after page 59 of the Primer

18

began to		
drink	rope	kill
cheese	rat	together
ox	that	mouse
butcher	then	all
hang	there	which
gnaw	they	mile
gave	this	crooked

To be used after page 69 of the Primer

19

PHONETIC REVIEW

day	yet	than	set
hill	Jill	jay	kick
dot	shears	met	blot
shin	tick	shot	sight
hats	clay	pick	slot
tan	flat	plays	ten
shut	clear	tight	chick
sold	plan	glen	then
fear	fight	that	wick
heat	Ben	get	net

To be used after page 70 of the Primer

20

Once upon a time		
Lambikin	saw	grow
Grannikin	time	may
waiting	give	come
voice	see	fat
where	goes	ate
fatter	upon	
when	afraid	

To be used after page 76 of the Primer

REVIEW AND DRILL CHART

21

here	trap	queen
drum	seen	what
have	Pussy	when
rolled	visit	who
roll	been	where
big	London	why
tail	frightened	

To be used after page 81 of the Primer

22

bit off

Squeaky	Ha-ha	hay
barn	milk	farmer
same	your	yes
dinner	for	meat
fine	first	baker
off	cow	flour
please	leaped	or
bit	thus	tock

To be used after page 94 of the Primer

23

PHONETIC REVIEW

bill	jet	trot	wall
bat	shake	brake	black
bin	sick	gun	brick
van	fright	mail	track
pills	den	scold	lake
cut	tall	small	fun
mold	Jack	pail	nail
spear	bran	how	snake
treat	drill	stick	plow
stay	fret	skin	stack

To be used after page 97 of the Primer

24

there were

let us go

just right

Middle-sized	peas-porridge
Goldenhair	hot
walk	us
three	bears
great	morning
name	rapped
door	girl
	pot
	cold
	nine
	were
	too

To be used after page 99 of the Primer

REVIEW AND DRILL CHART

25

	She lay	
bowl	eaten	has
tasted	sitting	broke
right	window	eating
sat	broken	lying
just	soft	eyes
hard	lay	never

To be used after page 106 of the Primer

26

PHONETIC REVIEW

pray	slit	sled	caller
hall	spring	sting	ticking
tack	still	shell	smelling
frill	Boo	snail	tighten
prick	her	yell	heater
rakes	pen	too	singing
tail	Fred	ring	golden
trick	cows	fed	blacker
tray	sit	spot	blacken
sings	moo	bow	blacking

To be used after page 107 of the Primer

27

Now	what	that
I've	That	Which
tell	when	they
think	Then	there
good	where	Why
wake	There	then
tight	which	What
light	They	When
might	Who	this
bright	This	Where

To be used after page 108 of the Primer

28

did	are	came	again
had	made	here	yes
boy	but	her	live
you	with	have	of
saw	get	has	went
was	give	were	want
on	gave	never	no
one	come	once	on

To be used after page 108 of the Primer

PHONETIC SUMMARY AND PHONOGRAM CARDS

Phonogram Card No.	Page	Keyword	Phonogram Card No.	Page	Keyword
1	5	cat	35	63	—
2	6	pig	36	63	—
3	7	me	37	63	—
4	8	will	38	63	—
5	9	little	39	65	night
6	11	goat	40	66	hen
7	12	boy	41	68	that
8	13	rabbit	42	69	all
9	14	cat	43	73	voice
10	15	to	44	74	back
11	16	some	45	79	—
12	17	hen	46	79	—
13	18	fox	47	79	—
14	19	will	48	79	—
15	26	noise	49	79	—
16	27	chair	50	79	—
17	28	got	51	82	make
18	30	in	52	83	run
19	31	an	53	85	tail
20	34	kettle	54	88	cow
21	39	but	55	91	—
22	41	dog	56	91	—
23	43	old	57	91	—
24	44	you	58	91	—
25	47	woods	59	91	—
26	48	war	60	91	—
27	51	eat	61	95	it
28	52	day	62	98	—
29	56	jump	63	98	—
30	58	met	64	101	too
31	59	she	65	103	eating
32	61	stick	66	104	her
33	63	—	67	105	bed
34	63	—	68	107	tel'

WORD LIST

(For words marked (*), see p. xi)

2	8	13	*went
*The	*eat	*after	*Soon
*Little	Meow	*No	heard
*Red	Hiss	*want	noise
*Hen	Ouf		*is
found		14	
*some	9	squirrel	23
wheat	*You		lighted
*She	*would	16	*her
*called	*shall	*fox	looked
*cat	*My	18	*under
goose	chicks	bumblebee	*nothing
*pig	*they	flew	
3	10	by	24
*said	*Boy		*down
*Who	*had	19	stairs
*will	*goat	Oh	*chairs
*help	*ran	sting	
*me	*into	*stopped	25
plant	*woods	Thank	blew
*Not	*He		*out
*I	*grass	20	*got
*Then	11	Once	
*And	*wanted	*there	26
*did	*to	*was	*again
4	*go	Wee	*of
grew	*home	*Woman	
*up	*began	*lived	29
*cut	cry	*house	tried
			sleep
5	12	21	
grind	*Along	*bed	30
	*came	table	cupboard
6	*rabbit	*On	*jumped
*make	*Why	candle	Boo
bread	*are		
	crying	22	31
7	Stop	*One	*old
bake	drive	night	hill

if	near	55	69
gone	Sly	way	crooked
lives	day	stile	mile
still		*jump	Which
	47	*over	mouse
32	waited	56	all
*man		till	together
kettle	48	bite	
pan	hid	*get	70
made		57	upon
Gingerbread	49	stick	time
	cried	beat	Lambikin
33	Cluck		*see
*put	*What	58	Grannikin
upset	*do	fire	
*away		burn	71
	50		afraid
35	woodpecker	59	voice
*but	*back	*water	goes
*could	pecked		*Where
*catch	*let	60	fatter
*him		ox	grow
	51	61	may
36	head	drink	
*met		62	72
	52	butcher	Come
37	nose		*when
*from	This	63	
*can	angry	kill	75
*run	opened		*saw
*So	*his	64	*give
	mouth	rope	fat
38		65	ate
*dog	53	hang	
	hare	66	76
45	alive		waiting
*caught		rat	
*that	54	gnaw	77
end	sixpence	cheese	*Here
	with		drum
46	buy	67	roll
Henny Penny	bought	*gave	rolled

78	86	96	102
*have	First	were	lay
seen	leaped	three	
*big	cow	bears	103
80	thus	Great	*has
*tail		middle-sized	eating
trap	87	97	eaten
	hay	morning	
81	farmer	too	104
Pussy			sitting
been	88	98	broken
London	meat	us	
visit		*walk	105
queen	90		lying
frightened	baker	99	
82		*girl	106
Squeaky	92	name	eyes
same	Yes	Goldenhair	window
barn	flour	rapped	never
fine	or	door	
dinner		rap	107
83	93		Now
bit	took	100	I've
off		bowl	Tell
84	95	tasted	think
*please	Peas-porridge	just	
	pot	right	108
85	hot	101	Good
Ha! ha!	cold	sat	Wake
milk	nine	hard	light
*your	like	soft	tight
*for	*it	broke	bright
			might

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